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Roy O. Martin III
W. Gray Stream
Collis B. Temple III
Joseph C. Wiley
Benson T. Kinney, Student

AGENDA
PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING
June 22, 2016 • 1:15 p.m.
Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

I. Call to Order

II. Roll Call

III. Consent Agenda
- A. R.S. 17:1808 (Licensure)
  1. Initial Licenses
     a. Southeastern University
     b. University of North Carolina at Greensboro
  2. License Renewals
     a. Alcorn State University
     b. American College of Education
     c. Brescia University
     d. Embry-Riddle Aeronautical University
     e. Northwood University
     f. Nova Southeastern University
     g. Ottawa University
     h. Palmer College of Chiropractic
     i. Pennsylvania State University
     j. University of Florida
     k. University of Wisconsin – Stout
     l. Upper Iowa University
     m. Walden University
     n. Wiley College

- B. Proprietary Schools Advisory Commission
  1. Initial Licenses
     a. Global Trucking Academy
     b. Heritage Dental Assisting Academy
     c. Operation Spark

2. AOS Degree Applications
   a. McCann School of Business and Technology (Monroe)
      (IT Support Specialists/Paralegal)
   b. McCann School of Business and Technology (Shreveport)
      (IT Support Specialists/Paralegal)
3. License Renewals

C. State Authorization Reciprocal Agreement (SARA) Institution Renewals
   1. Grambling State University
   2. Louisiana State University – Eunice
   3. Louisiana State University – Shreveport
   4. New Orleans Baptist Theological Seminary

IV. State Authorization Reciprocity Agreement (SARA)

A. Institution Application
   1. Loyola University New Orleans

V. GRAD Act Year 6 Annual Review

VI. Elevate Louisiana: The New Reality for Higher Education
A. Timeline and Processes

VII. Other Business

VIII. Adjournment

Committee Members: Claudia Adley, Chair; Joseph Farr, Vice Chair; Raymond Brandt, Thomas Henning, Robert Levy, Gray Stream

Agenda Item III.A.1.a.

Southeastern University
Lakeland, Florida

BACKGROUND

Southeastern University (Southeastern) is not incorporated in the State of Louisiana. The Assemblies of God institution traces its roots to the South - Eastern Bible Institute in Alabama in 1936. In 1890, it was consolidated with Beulah Heights Bible Institute in Atlanta, Georgia. In 1946, the institution changed its name to Southeastern College when it moved to its current location in Lakeland, Florida. Southeastern College became Southeastern University in 2005. Southeastern has over 8,000 undergraduate and graduate students (on-campus and online) in its five colleges. Southeastern is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

ACADEMIC PROGRAM

Southeastern is seeking initial licensure to make available to Louisiana residents its Associate of Arts Degree in General Education and its Associate of Ministerial Leadership. Typically, the online nature of the delivery system would not require licensure. However, since the ministerial program requires a practicum, licensure is necessary.

FACULTY

Southeastern employs six faculty in support of its two online programs available to Louisiana residents. Of the six faculty, five are employed full-time and three are trained at the doctoral level.

FACILITIES

Since Southeastern operates its program online with administrative and academic support in Lakeland, there are no physical facilities in Louisiana. Students will complete practicum experiences at various church locations within Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Southeastern University, located in Lakeland, Florida.

Agenda Item III.A.1.b.

University of North Carolina at Greensboro
Greensboro, North Carolina

BACKGROUND

The University of North Carolina at Greensboro (UNCG) is not incorporated in the State of Louisiana. The institution is a public liberal arts and research university, located in Greensboro, North Carolina, a constituent member of the University of North Carolina System and is seeking initial licensure with the Board of Regents. Established in 1891 as State Normal and Industrial School, UNC became the North Carolina College for Women in 1919 and became the Woman's College of the University of North Carolina in 1932. The institution became co-educational in 1962 and received its present name in 1963. Today, UNCG enrolls approximately 20,000 students and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

ACADEMIC PROGRAM

UNCG is seeking licensure at this time to allow a UNCG student and native Louisianian to complete a Speech Pathology internship in St. Tammany Parish.

FACULTY

UNCG employs eighteen faculty in its Department of Communications Sciences and Disorders. Fourteen are employed full-time and nine are trained at the doctoral level.

FACILITIES

Since UNCG operates its program on its campus in Greensboro, there are no physical facilities in Louisiana. The one student will complete his internship in St. Tammany Parish.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's accreditation, the general oversight by the home campus, and the limited request for licensure authority, the senior staff recommends that the Board of Regents issue an initial operating license to the University of North Carolina at Greensboro, located in Greensboro, North Carolina.

Agenda Item III.A.2.a.

Alcorn State University
Division of Nursing
Natchez, Mississippi

BACKGROUND

Alcorn State University (Alcorn) is not incorporated in Louisiana. The university was first licensed by the Board of Regents in 1993. The institution is a publicly-supported university headquartered in Alcorn State, Mississippi, with its nursing school located in Natchez. Alcorn is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

ACADEMIC PROGRAM

Alcorn currently offers associate, bachelor's, and master's degrees in nursing through the institution's Natchez, Mississippi facility. The nursing programs are professionally accredited by the National League for Nursing. Instruction provided in Louisiana is limited to nursing practicum experiences. Admission to the nursing programs is selective. Students receive instruction in a lecture format and through supervised clinical experiences.

FACULTY AND STUDENTS

Five faculty are involved in practicum experiences at Louisiana sites. Three of the faculty are employed full time and three hold doctoral degrees. All faculty are recruited, screened, and employed through the central campus in Alcorn State.

FACILITIES

The nursing complex in Natchez, built in 1985, comprises 47,000 square feet of space and is valued at over $1.7 million. The facility includes numerous classrooms, administrative and faculty offices, science and computer laboratories, and a library. Practicum experiences are completed at hospital and clinical facilities in Central and East Louisiana.

STAFF RECOMMENDATION

Given the credentials of its faculty, the admission standards of the program, the institution's regional and professional accreditation, and the oversight provided by the main campus, senior staff recommends that the Board of Regents approve Alcorn State University's application for license renewal.

Agenda Item III.A.2.b.

American College of Education
Chicago, Illinois

BACKGROUND

The American College of Education is not incorporated in the State of Louisiana. The college first registered with the Board of Regents in 2008. The institution is headquartered in Chicago, Illinois and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC).

ACADEMIC PROGRAM

The American College of Education offers Certificate, Masters, Education Specialist and Doctorate of Education degrees in a variety of education-related specialties. The programs are offered primarily through distance learning. Since many of the programs include an internship component, licensure is necessary.

FACULTY AND STUDENTS

The institution employs 110 faculty in support of its online programs, 30 on a full-time basis. One hundred seven of faculty are trained at the doctorate level while the other three hold masters degrees. The institution reported three students enrolled in doctoral programs and 127 in master's programs in fall 2015.

FACILITIES

Since the American College of Education operates programs online with administrative and academic support in Chicago, there are no out-of-state physical facilities in Louisiana. Students will complete clinical/internship experiences at various locations within the State.

STAFF RECOMMENDATION

Given the credentials of its faculty, the admissions criteria to the programs, 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 the American College of Education's application for license renewal.

Agenda Item III.A.2.c.

Brescia University
Owensboro, Kentucky

BACKGROUND

Brescia University (Brescia) is not incorporated in the State of Louisiana. The Catholic institution traces its roots to Mount Saint Joseph Junior College for Women founded in 1925 in Maple Mount, Kentucky. From those beginnings, Brescia evolved into a co-educational Catholic liberal arts college. Today, Brescia is headquartered in Owensboro, Kentucky and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

ACADEMIC PROGRAM

Brescia offers sixteen online liberal arts programs at the associate, baccalaureate and masters levels to Louisiana residents. Typically, the online nature of the delivery system would not require licensure. However, since the bachelors program in social work requires clinical experiences, licensure is necessary.

FACULTY

Brescia employs 112 faculty to support its online programs available to Louisiana residents, 51 on a full-time basis. Sixty of the faculty are trained at the doctoral level from accredited institutions, while the balance are trained at the masters level.

FACILITIES

Since Brescia operates programs online with administrative and academic support in Owensboro, there are no out-of-state physical facilities in Louisiana. Students will complete clinical experiences at various locations within the State.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's commitment to providing students with access to appropriate library resources, its regional accreditation, and the oversight provided by the main campus, senior staff recommends that the Board of Regents approve license renewal for Brescia University, located in Owensboro, Kentucky.

Agenda Item III.A.2.d.

Embry-Riddle Aeronautical University
Daytona Beach, Florida

BACKGROUND

Embry-Riddle Aeronautical University (Embry Riddle) first registered with the Board of Regents in 1987. The institution is headquartered in Daytona Beach, Florida and provides educational programs at the associate, bachelors, and master's levels. The institution is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

FACULTY AND STUDENTS

Embry- Riddle employs 948 faculty members to support its operations at Barksdale AFB and Naval Air Station Joint Reserve Base in New Orleans (NASJRB), twelve on a full-time basis. Four hundred fifty-five of the faculty are trained at the doctoral level while all others hold master's degrees, all from institutions with recognized accreditation. The institution reports an enrollment of 185 students. Of these students, 33 are enrolled at the masters level, 120 at the bachelors level, seven at the associate level and 25 at the certificate level .

FACILITIES

Embry-Riddle currently utilizes space at Barksdale AFB and NASJRB for administrative and instructional purposes. Embry-Riddle's computer multimedia and telecommunication facilities are made available to faculty and students for instructional and research purposes.

ACADEMIC PROGRAM

Embry-Riddle currently offers certificate, associate, bachelors and master's degrees in aeronautical-related fields (professional aeronautics, aviation maintenance, technical management, aeronautical science and management, unmanned systems, systems management, engineering, etc.).

STAFF RECOMMENDATION

Given its regional accreditation, the credentials of its faculty and the scope of its current operations at Barksdale AFB and the Naval Air Station Joint Reserve Base in New Orleans, the senior staff recommends that the Board of Regents approve license renewal for Embry-Riddle Aeronautical University, located in Daytona Beach, Florida.

Agenda Item III.A.2.e.

Northwood University
Midland, Michigan

BACKGROUND

Northwood University first registered with the Board of Regents in 1982. The institution is headquartered in Midland, Michigan and provides educational programs at the associate, bachelors and masters levels. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

ACADEMIC PROGRAM

Northwood University currently offers various associate and baccalaureate programs in business and management-related areas. It also makes available online masters programs in business administration and organizational leadership.

FACULTY AND STUDENTS

The university employs ten faculty members for its programs offered at the Naval Air Station Joint Reserve Base, all on a part-time basis. One faculty member holds a doctoral degree while the others hold masters/specialists degrees. The institution reports an enrollment of 49 students in its associate and bachelors programs.

FACILITIES

Northwood University currently utilizes approximately 53,000 square feet of space for administrative and instructional purposes in two buildings at the Naval Air Station Joint Reserve Base in New Orleans.

STAFF RECOMMENDATION

Given its regional accreditation, the credentials of its faculty and the scope of its current operations in New Orleans, the senior staff recommends that the Board of Regents approve Northwood University's application for license renewal.

Agenda Item III.A.2.f.

Nova Southeastern University
Fort Lauderdale, Florida

BACKGROUND

Nova Southeastern University (Nova) is not incorporated in the State of Louisiana and first registered with the Board of Regents in 1978. The institution is a private comprehensive university headquartered in Fort Lauderdale, Florida and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

ACADEMIC PROGRAM

Although Nova offers over 100 programs online, currently there are Louisiana residents enrolled in eleven online programs (three doctorates, six masters/specialist and two baccalaureate). The programs include areas related to educational leadership, public health, nursing, criminal justice and developmental disabilities.

FACULTY AND STUDENTS

Nova employs 21 faculty to support its online programs available to Louisiana residents, seven on a full-time basis. Nineteen of the 21faculty are trained at the doctoral level.

FACILITIES

Since Nova operates programs online with administrative and academic support in Ft. Lauderdale, there are no out-of-state physical facilities in Louisiana. Students will complete clinical experiences at various locations within the State.

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 license renewal for Nova Southeastern University, located in Fort Lauderdale, Florida.

Agenda Item III.A.2.g.

Ottawa University
Ottawa, Kansas

BACKGROUND

Ottawa University (Ottawa) first registered with the Board of Regents in 1980. The institution is headquartered in Ottawa, Kansas and provides educational programs at the bachelors and masters levels. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC).

ACADEMIC PROGRAM

Ottawa offers eighteen bachelors programs in arts and sciences, business, nursing and education and six masters programs (business, addiction counseling, counseling, human resources, business/human resources and education), all in an online environment.

FACULTY AND STUDENTS

Ottawa employs 46 faculty members to support off-campus instruction, 23 on a full-time basis. Twenty-nine of the 46 faculty are trained at the doctoral level with the balance trained at the masters level. The institution reported a Louisiana enrollment of two students in its bachelors programs and none in its masters programs.

FACILITIES

Since Ottawa operates programs online with administrative and academic support in Ottawa, there are no out-of-state physical facilities in Louisiana. Students will complete clinical experiences at various locations within the State.

STAFF RECOMMENDATION

Given its regional accreditation, the credentials of its faculty, and the scope of its online operations, the senior staff recommends that the Board of Regents approve Ottawa University's application for license renewal.

Agenda Item III.A.2.h.

Palmer College of Chiropractic
Davenport, Iowa

BACKGROUND

Palmer College of Chiropractic (Palmer) is not incorporated in the State of Louisiana. The private chiropractic college is located in Davenport, Iowa. Dating its formation to the Palmer School and Cure in 1897, Palmer received its current designation in 1961. The institution currently has campuses in Iowa, Florida and California. Palmer is accredited by the Higher Learning Accrediting Commission of the North Central Association of Colleges and Schools (HLC).

ACADEMIC PROGRAM

Palmer offers the Doctor of Chiropractic Degree at its home campus and makes the required preceptorship under the direction of a Doctor of Chiropractic available to Louisiana residents. The availability of the required preceptorship in Louisiana necessitates licensure. Palmer reported one student completing a preceptorship in Louisiana during 2015.

FACULTY

Palmer employs three faculty to support the required preceptorship in the Doctor of Chiropractic program. The three faculty are employed full-time and hold Doctor of Chiropractic degrees.

FACILITIES

Since Palmer operates its program and its administrative and academic support in Davenport, there are no physical facilities in Louisiana. Students complete the preceptorship experiences at various health facilities within Louisiana.

STAFF RECOMMENDATION

Given the credentials of the college's faculty, its 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 Palmer College of Chiropractic, located in Davenport, Iowa.

Agenda Item III.A.2.i.

Pennsylvania State University
University Park, Pennsylvania

BACKGROUND

Pennsylvania State University (Penn State) is not incorporated in the State of Louisiana. The institution is a public research university in the state of Pennsylvania. Established in 1863, Penn State is headquartered in University Park with 24 campuses statewide and is accredited by the Middle States Commission on Higher Education (MSCHE).

ACADEMIC PROGRAM

As a land grant research university, Penn State offers a wide variety of academic programs. Through its online World Campus, the university offers 145 programs from the certificate through the doctoral levels. Almost all of the programs are offered exclusively online. Typically, the online nature of the delivery system would not require licensure. Since some of the programs require clinical/internship experiences, licensure is necessary.

FACULTY

Penn State employs 1,098 faculty to support its World Campus programs, 657 on a full-time basis. Approximately fifty percent of the faculty are trained at the doctoral level.

FACILITIES

Since Penn State's World campus operates programs online, other than administrative and academic support in Pennsylvania, 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 credentials of its faculty, the college's and academic programs' accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve Pennsylvania State University's application for license renewal.

Agenda Item III.A.2.j.

University of Florida
Gainesville, Florida

BACKGROUND

The University of Florida (UF) is not incorporated in the State of Louisiana. The institution is a publically-supported research university of approximately 50,000 students in sixteen colleges. UF traces its roots to East Florida Seminary located in Ocala in 1853 and relocated to Gainesville in 1866. UF is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS/CoC).

ACADEMIC PROGRAM

UF makes available to Louisiana residents thirteen online programs, primarily at the graduate level. Typically, the online nature of the delivery system would not require licensure. However, since the Pharmacy doctorate and the MS in Sports Management require internship/practicum experiences, licensure is necessary.

FACULTY

UF employs 160 faculty in support of its online programs available to Louisiana residents, 115 of which are employed full-time and 133 trained at the doctoral level.

FACILITIES

Since UF operates its program online with administrative and academic support in Gainesville, Florida, there are no physical facilities in Louisiana. Students will complete internship/practicum experiences at various locations within Louisiana.

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 license renewal for the University of Florida, located in Gainesville, Florida.

Agenda Item III.A.2.k.

University of Wisconsin Stout
Menomonie, Wisconsin

BACKGROUND

University of Wisconsin Stout (Stout) is not incorporated in the State of Louisiana. The institution is a publically-supported regional university of approximately 9,300 students. Stout traces its roots to the Stout Manual Training School, which opened in 1891 and received its current name in 1971. Stout is located in Menomonie, Wisconsin and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC).

ACADEMIC PROGRAM

Stout makes available to Louisiana residents approximately 55 online programs at the certificate through doctoral levels in a variety of programs in the arts and sciences, healthcare and education. Typically, the online nature of the delivery system would not require licensure. However, since some of the education and health-related programs require clinical experiences/internships, licensure is necessary.

FACULTY

Stout employs 485 faculty in support of its online programs, 392 on a full-time basis. Of the 485 faculty, 251 are trained at the doctoral level and 214 at the master's/specialist level.

FACILITIES

Since Stout operates programs online with administrative and academic support in Menomonie, there are no out-of-state physical facilities in Louisiana. Students will complete clinical/internship experiences at various locations within the State.

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 license renewal for the University of Wisconsin Stout, located in Menomonie, Wisconsin.

Agenda Item III.A.2.l.

Upper Iowa University
Fayette, Iowa

BACKGROUND

Upper Iowa University (UIU) first registered with the Board of Regents in 1976. The institution is headquartered in Fayette, Iowa and provides educational programs at the certificate, associate and bachelor's levels. The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and School (HLC).

ACADEMIC PROGRAM

UIU currently offers thirteen bachelors degree programs in business and related programs, criminal justice, health and human services, psychology, social science, and public administration at Education Centers in Louisiana. The university also offers associate degrees and certificates in criminal justice, general business, psychology and liberal arts. In addition, UIU offers a variety of online programs at the certificate, associate, bachelors and masters levels in an online environment only.

FACULTY AND STUDENTS

The university employs 97 faculty members for its Louisiana programs; all are employed on a part-time basis. Eighteen faculty members hold doctoral degrees and 79 are trained at the masters/specialist level. Upper Iowa reports an enrollment of 404 students at Education Centers, 326 at the baccalaureate level and the remaining 78 at the associate degree level. An additional 43 students are enrolled in online only programs.

FACILITIES

The institution utilizes facilities at the Learning Center for Rapides Parish, Baton Rouge, Ft. Polk, Jackson Barracks in New Orleans and DeRidder for administrative and instructional purposes.

STAFF RECOMMENDATION

Given its accreditation, the credentials of its faculty, and the scope of its current operations in Louisiana, the senior staff recommends that the Board of Regents approve Upper Iowa University's application for license renewal.

Agenda Item III.A.2.m.

Walden University
Minneapolis, Minnesota

BACKGROUND

Walden University (Walden) is not incorporated in Louisiana. The university is a private, for-profit university located in Minneapolis, Minnesota, accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and was first licensed by the Board of Regents in 2006.

ACADEMIC PROGRAM

Walden offers over 160 academic programs to Louisiana residents at the bachelors, masters and doctoral levels through its schools of management, psychology, education, and health and human resources. Admission to programs is selective, depending on the level and discipline of the program. As a virtual online university, Walden is not physically operating or functioning in Louisiana. However, since a few of the programs in the education and health-related fields require internships or practicum experiences, institutional licensure is necessary.

FACULTY AND STUDENTS

Walden employs 2,918 faculty members to support its online programs available to Louisiana residents, 211on a full-time basis. Two thousand five-hundred forty-five of the faculty are trained at the doctoral level while all others hold master's degrees, all from institutions with recognized accreditation. The institution reports an enrollment of 592 students. Of these students, 185 are enrolled at the doctoral level, 308 are enrolled at the masters level, 81 at the bachelors level, and eighteen at the certificate level.

FACILITIES

Since Walden operates its programs online with administrative and academic support in Minneapolis, there are no out-of-state physical facilities in Louisiana. Students complete clinical experiences at various locations within the State.

STAFF RECOMMENDATION

Given the credentials of its faculty, its history of providing online education, and its regional and programmatic accreditation, senior staff recommends that the Board of Regents approve license renewal for Walden University, located in Minneapolis, Minnesota.

Agenda Item III.A.2.n.

Wiley College
Marshall, Texas

BACKGROUND

Wiley College (Wiley) was first licensed by the Board of Regents in 1996. The institution is headquartered in Marshall, Texas and provides educational programs at the bachelor's level. The institution is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (CoC/SACS).

ACADEMIC PROGRAM

Wiley currently offers baccalaureate programs in organizational management and criminal justice.

FACULTY AND STUDENTS

Wiley employs 26 faculty members for its Shreveport program, six on a full time basis. Nine are trained at the doctoral level and seventeen at the masters/specialist level. The institution reports an enrollment of 124 Louisiana students. All students are enrolled at the bachelor's level.

FACILITIES

Wiley currently utilizes instructional facilities at the Shreveport Fire and Police Regional Training Academy, and library facilities at Southern University-Shreveport, Shreveport Memorial Library, Centenary College as well as access to its main library in Marshall.

STAFF RECOMMENDATION

Given its accreditation, the credentials of its faculty, and the scope of its current operations in Shreveport, the senior staff recommends that the Board of Regents approve Wiley College's application for license renewal.

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Patrick J. Harrington, Student

Agenda Item III.B.

Minutes
Board of Regents' Proprietary Schools Advisory Commission
May 10, 2016

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, May 10, 2016, at 10:03 a.m. in Room 1-190 of the Claiborne Building, Baton Rouge. Chair Jones called the meeting to order and the roll was called.

Commission Members Present

Richard D'Aquin
James Dorris
Theresa Hay
Keith Jones, Chair
Raymond Lalonde

Staff Members Present

Nancy Beall
Chandra Cheatham
Kristi Kron
Carol Marabella

Commission Members Absent

Melanie Amrhein
Ralph Bender, Vice-Chair
Sherrie Despino
James Fontenot

Guests Present

(See Appendix A.)

The first item of business was approval of the minutes from its meeting of March 8, 2016.

On motion of Mr. D'Aquin, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the March 8, 2016 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was three initial license applications, the first from Global Trucking Academy, located in Mansura, Louisiana, and represented by the school's owner, Mr. Andrea L. Destin. Ms. Marabella reviewed the materials for the Commission, informing it that this institution would be offering one program of study, Class A CDL Training. The proposed 200.0 clock hour program is five weeks in length. Global Trucking Academy had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the owner's professional background, location of school, reason for opening school, cost of course, and programmatic details,

On motion of Mr. D'Aquin, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Global Trucking Academy, located in Mansura, Louisiana.

The second initial license application considered by the Commission was from Heritage Dental Assisting Academy, located in Broussard, Louisiana, and represented by the school's owner, Dr. Charles C. Manuel. Ms. Kron reviewed the materials for the Commission, informing it that this institution would be offering one program of study, Dental Assisting, which is a five month, 560.0 clock hour program. The classes for this proposed program will be held in Dr. Manuel's dental clinic. Heritage Dental Assisting Academy had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the owner's reasons for opening a dental assistant school in his current practice, anticipated business competition in the Lafayette area, maximum class size, and the owner's decision to utilize the open enrollment model,

> **On motion of Mr. Dorris, seconded by Mr. D'Aquin, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Heritage Dental Assisting Academy, located in Broussard, Louisiana.**

The third and final initial license application considered by the Commission was from Operation Spark, located in New Orleans, Louisiana, and represented by the school's COO, Mr. Max G. Gaudin. Ms. Kron reviewed the materials for the Commission, informing it that this institution would be offering two programs of study--Introduction to Programming Bootcamp (60.0 clock hours/1.0 month in length) and Immersion (800.0 clock hours/3.0 months in length). Operation Spark had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the differences between the two proposed program offerings, levels of certification available to programmers, the need for this particular type of occupational training in Louisiana, and employment options for graduates,

> **On motion of Mr. Lalonde, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Operation Spark, located in New Orleans, Louisiana.**

The next agenda item considered by the Commission was two Associate in Occupational Studies (AOS) Degree applications from McCann School of Business and Technology, located in Monroe, Louisiana and Shreveport, Louisiana. Dr. Donna Payne, Corporate Vice President, Instructional Delivery, Ms. Shannon Warren, Campus Director of the Shreveport Campus, and Ms. Cheryl Lokey, Campus Director of the Monroe Campus, were in attendance to represent the school.

Ms. Marabella reminded the Commission members that the Proprietary Schools Law requires that AOS degrees be offered only by schools that hold recognized accreditation and that the Board of Regents must approve all AOS degree program offerings. (Both the Monroe and Shreveport campuses of McCann School of Business and Technology are accredited by the Accrediting Council for Independent Colleges & Schools.)

The AOS Degree in IT Support Specialist and the AOS Degree in Paralegal (each of which is delivered in the residential or online format with the option of flex track instructional delivery or hybrid instructional delivery) are both 96.0 quarter credit hours. Full-time students should be able to complete the individual program requirements in 70.0 weeks. The proposed AOS degree programs submitted by McCann School of Business and Technology with campuses in Monroe and Shreveport had met all the legal and administrative requirements to be approved by the Board of Regents.

Following further discussion regarding the types of program delivery options and the reasons for offering each, the availability of the proposed programs will fill a void in the market in both Monroe and Shreveport, the types of financial aid available to students, and the number of schools owned by the parent company of McCann School of Business and Technology,

On motion of Ms. Hay, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve the Associate in Occupational Studies Degree programs in IT Support Specialist (Residential and Online) and in Paralegal (Residential and Online) for McCann School of Business and Technology, located in Monroe, Louisiana.

and

On motion of Mr. Dorris, seconded by Mr. D'Aquin, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve the Associate in Occupational Studies Degree programs in IT Support Specialist (Residential and Online) and in Paralegal (Residential and Online) for McCann School of Business and Technology, located in Shreveport, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were twenty-seven (27) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Ms. Hay, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses).

A & W Healthcare Educators, LLC (03/25/04)
Academy of Acadiana, Inc. (03/22/06)
Andrea's Career Institute, LLC (03/26/14)
At-Home Professions (04/22/99)
Baton Rouge Dental Assistant Academy (03/26/14)
Blue Cliff College--Houma (03/24/05)
Blue Cliff College--Metairie (03/23/00)
Blue Cliff College--Metairie, Satellite Campus (03/23/11)
Blue Cliff College--Shreveport (03/23/00)
Coastal College--Lafayette (04/23/98)
Coastal College--Monroe (03/28/96)
Delta College of Arts & Technology--Lafayette Branch (03/24/05)
Delta School of Business and Technology (05/06/80)
Goodwill Industries of Southeastern Louisiana, Inc. (03/25/15)

Healthcare & More (03/21/12)
J W Training Center, LLC (03/25/10)
Lenora School of Phlebotomy (04/28/94)
LifeSmart Training Center, LLC (03/26/14)
Louisiana Culinary Institute (03/27/03)
Mid City College (03/25/15)
Pet Grooming Academy of Louisiana (03/21/12)
Raymond Career College (03/26/14)
Tulsa Welding School & Technology Center (03/25/15)
Unitech Training Academy (04/24/97)
Unitech Training Academy--Houma (03/22/06)
Universal Technical Institute--Florida Branch (04/23/98)
Universal Technical Institute of Texas, Inc. (04/03/85)

Ms. Marabella informed the Commission that there were four institutions that did not renew their licenses this renewal cycle: Alpha Medical College, LLC (03/20/13), Caring Minds Resource and Training Services, LLC (03/25/15), Medical Careers College (04/23/98), and Sparc Academy (03/26/14). Staff will follow through to secure the student records from each school for safekeeping.

The next item on the agenda was an update on program approvals. Chair Jones reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

Under Report from Staff, Ms. Marabella informed the Commission that there continues to be an interest in individuals seeking an initial proprietary school license. As a result, staff anticipates referring several applications to the Commission at its next anticipated meeting in July. She also thanked the members for their dedication to post-secondary education and to this Commission in particular.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, July 12, 2016, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 10:55 a.m.

APPENDIX A
GUESTS

Andrea Destin	Global Trucking Academy
Cheryl Lokey	McCann School of Business and Technology (Monroe)
Dr. Charles Manuel	Heritage Dental Assistant Academy
Dr. Donna Payne	Delta Career Education Corporation
Shannon Warren	McCann School of Business and Technology (Shreveport)
Patricia Wilton	LA Department of Justice

Agenda Item III.C.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization. Institutions approved by their home state are required to renew their membership annually.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 16 Louisiana institutions have joined SARA.

Four institutions (Grambling State University, Louisiana State University – Eunice, Louisiana State University – Shreveport, New Orleans Baptist Theological Seminary) have submitted renewal applications. Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Renewal Application for Institutional Participation in SARA for Grambling State University, Louisiana State University – Eunice, Louisiana State University – Shreveport, and New Orleans Baptist Theological Seminary, and authorize staff to submit the approved renewal applications to NC-SARA for final approval of SARA membership.

Agenda Item IV.A.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which establishes comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions on an annual basis for SARA participation. Once approved, SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014.

To date, the Board of Regents has approved applications for institutional participation in SARA from sixteen institutions. In June, 2016, Loyola University New Orleans submitted an application for Regents' consideration. Regents' staff reviewed the application and determined that it met all requirements for participation in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Application for Institutional Participation in SARA for Loyola University New Orleans, and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

Agenda Item V.

Executive Summary

The Louisiana GRAD Act requires that the Board of Regents (BoR) annually monitor and report to the legislature and the governor on each participating institution's progress toward meeting the performance objectives of the Act. The Board of Regents staff assigned preliminary designations of participating institutions' performance during the last week of May 2016 and has been working with campuses to finalize the Year 6 LA GRAD Act scores. The annual review designation determines the institution's status in regard to tuition authority for the next academic year.

Attached are the final scores for GRAD Act Year 6 for Louisiana's public colleges and universities as determined by Regents' staff. Staff will be making a brief presentation on the GRAD Act Annual Reports for Year 6 and providing staff recommendations on the institutions' progress and status for 2016-17 to the Planning, Research and Performance Committee at its June 22nd meeting.

GRAD ACT YEAR 6 INSTITUTIONAL RESULTS

Passage of a performance objective requires a minimum overall score of 80%. An institution must pass the Student Success objective to retain tuition authority for the next academic year.

As a result of the overall scores, institutions were given one of the following annual evaluation designations. The annual designation determines the institution's status for tuition authority for the next academic year.

Year 6 Annual Designation:	Status for AY 2016-17 :
Green	Retains tuition authority
Red	Loses tuition authority

2015-16 Annual Designations

Louisiana Community and Technical College System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Baton Rouge CC	78%	100%	100%	100%	RED
Bossier Parish CC	89%	100%	100%	100%	GREEN
Central Louisiana TCC	87%	100%	100%	100%	GREEN
Delgado CC	83%	100%	79%	100%	GREEN
Louisiana Delta CC	90%	100%	100%	100%	GREEN
Fletcher TCC	90%	100%	100%	100%	GREEN
Northshore TCC	100%	100%	100%	100%	GREEN
Nunez CC	100%	100%	100%	100%	GREEN
River Parishes CC	100%	100%	100%	44%	GREEN
South Louisiana CC	95%	100%	100%	100%	GREEN
Sowela TCC	100%	100%	100%	100%	GREEN
Northwest LA TC	87%	100%	79%	100%	GREEN
South Central LA TC	86%	100%	100%	100%	GREEN

Passage of a performance objective requires a minimum overall score of 80%.

Southern University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Southern Univ. A&M	65%	100%	100%	100%	RED
Southern Univ. Law Center	72%	N/A	100%	100%	RED
Southern Univ. New Orleans	100%	100%	100%	100%	GREEN
Southern Univ. Shreveport	78%	100%	100%	100%	RED

Passage of a performance objective requires a minimum overall score of 80%.

Louisiana State University System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
LSU A&M	100%	100%	100%	100%	GREEN
LSU Alexandria	100%	100%	100%	100%	GREEN
LSU Eunice	91%	100%	100%	100%	GREEN
LSU Shreveport	82%	100%	100%	100%	GREEN
LSU HSC New Orleans	88%	N/A	87%	100%	GREEN
LSU HSC Shreveport	95%	N/A	93%	100%	GREEN

University of Louisiana System:

Institution	Board of Regents Determination				
	Student Success	Articulation & Transfer	Workforce & Economic Development	Institutional Efficiency and Accountability	Annual Evaluation Designation
Grambling State Univ.	100%	100%	100%	100%	GREEN
Louisiana Tech Univ.	100%	100%	100%	100%	GREEN
McNeese State Univ.	91%	100%	100%	100%	GREEN
Nicholls State Univ.	86%	100%	100%	100%	GREEN
Northwestern State Univ.	100%	100%	100%	100%	GREEN
Southeastern LA Univ.	82%	100%	100%	100%	GREEN
University of LA at Lafayette	100%	100%	100%	100%	GREEN
University of LA at Monroe	100%	100%	100%	100%	GREEN
University of New Orleans	81%	100%	100%	100%	GREEN

Agenda Item VI.A.

Executive Summary

At its meeting on April 27, 2016, the Board of Regents approved **Elevate Louisiana: The New Reality for Higher Education** (Attachment A). Regents' staff was directed to draft timelines and associated action items regarding implementation of the initiatives in the **Elevate** document for Board consideration at its next meeting. A draft of the timelines and action items appears as Attachment B. Also attached are a summary of the Financial Health Analysis (Attachment C) and draft Guiding Principles on Mergers or Consolidations and (Attachment D).

The Planning, Research and Performance Committee will consider the timelines/action items and the appropriate summaries at its meeting on June 22, 2016. Senior staff recommends that the Planning Research and Performance Committee adopt the Timelines and Action Items (Attachment B) and the summary of the Financial Health Analysis (Attachment C). Senior staff also recommends that the Planning, Research and Performance Committee receive the Guiding Principles on Mergers and Consolidations (Attachment D), with final action on this item scheduled for the August Board of Regents' meeting.

Attachment A.

ELEVATE LOUISIANA: The New Reality for Higher Education

The Louisiana Board of Regents has the statewide responsibility for planning in higher education. In 2011, the Board adopted its Master Plan for Higher Education designed to raise the educational attainment of its adult citizens in order to be competitive in the 21st century global economy. As part of that planning process the Board commissioned the National Center for Higher Education Management Systems (NCHEMS) to develop a proposal for the specific role, scope and mission of each of Louisiana's institutions of higher education. More recently, in fall 2015, the Board and its stakeholder groups worked with the firm of Deloitte to develop an aspirational brand for Louisiana higher education. **Elevate Louisiana: Educate and Innovate** was adopted by the Board of Regents at its December 2015 meeting.

The current and projected fiscal realities for Louisiana require the next steps in this process. It serves no useful purpose for the Board of Regents to wish for better days and assume a return to appropriation levels of the past. The Board must ask itself and the State's leaders, "Can Louisiana sustain a state-supported $1.571 billion enterprise (2008-2009) on less than $700 million (2016)?" Postsecondary education is not doing more with less; it is doing less with less. We must respond in such a manner to sustain higher education in the new reality.

As the Board lays out its plan to respond to the new reality, it is guided by the following principles:

1) Access to undergraduate education is essential to the population and economy of Louisiana.
2) Access to graduate education must be re-evaluated from a narrower state-wide perspective.
3) Resources must be provided for essential cutting-edge research at selected sites.
4) Postsecondary resources must be targeted to respond to local/regional workforce needs.

The Board of Regents proposed actions require no changes in Louisiana's Constitution or statutes, involve no campus/institutional closures, and are designed to shape our postsecondary education system to function on behalf of our citizens and the economy. The Board will utilize the NCHEMS recommendations as a framework designed around seven parameters:

1. Approve, as appropriate, revisions to existing role, scope and mission statements.
2. Develop and Adopt a Policy on mergers/consolidations of institutions.
3. Develop and Adopt a Policy on Financial Early Warning Systems and Financial Stress.
4. Revise Regents' Policy on Low-Completer Review to Elevate the Threshold for Review.
5. Conduct a Statewide and Regional Review of all Graduate programs.
6. Conduct a Statewide and Regional Review of Targeted Undergraduate Programs.
7. Review Degree Program Requirements and Available Courses to Encourage/Reward Structured Pathways to Degrees with Limited Course Choice.

The initial emphasis of the Board's review will be on three areas:

- What is the appropriate role and purpose of graduate programs?
- How can our policies minimize duplication of programs while still ensuring student access?
- What is the appropriate mix of programs in colleges and universities?

The new fiscal reality of Louisiana requires postsecondary education to seriously re-consider how it conducts its business to insure that it invests strategically in quality programs that meet the needs of the State's citizens, business and industry, and elevates the State's priorities as a whole.

Attachment B.

Elevate Louisiana: The New Reality For Higher Education

INITIATIVE	ACTION ITEM	TARGET DATE
Role, Scope and Mission (RSM)	RSM Shared with Chief Academic Officers	May 16, 2016
	Campus Responses to RSM Due	June 20, 2016
	Staff Review and Development of Revised RSM	July/August 2016
	Draft RSM to BoR	August 24, 2016
Policy on Mergers/Consolidations	Draft to BoR	June, 2016
	Recommendation to Board	August, 2016
Policy on Financial Stress	Draft to BoR	June, 2016
	Process/Tool Implementation	August, 2016
Low-Completer Review	Draft Thresholds to BoR	June, 2016
	Review Launched	≤ November 1, 2016
	Recommendation to Board	April/May 2017
Graduate Program Review	Process Developed	Summer, 2016
	Process to BoR	Fall 2016
	Review Undertaken	Fall 2016/Fall 2017
	Recommendations to BoR	To be determined
Undergrad. Program Review	Process Developed	Summer,2016
	Process to BoR	Fall 2016
	Review Undertaken	Spring 2017
	Recommendations to BoR	To be determined
Structured Pathways and Articulation/Transfer	Contact CCA	May, 2016
	Attend CCA Event	June 30, 2016
	Process Developed	July/August 2016
	State/Regional Workshops	Fall/Spring 2016/17

Attachment C.

ELEVATE LOUISIANA: FINANCIAL HEALTH ANALYSIS

The Elevate Louisiana Initiative set forth several proposed actions including the development and adoption of a policy for financial early warning systems and financial stress of higher education institutions. Drawing on the Ohio Department of Education Campus Accountability model, this document was created to increase financial accountability of state colleges and universities by using a standard set of measures with which to monitor the financial health of campuses. The Board of Regents will apply these standards annually to monitor individual campus finances, using the year-end audited financial statements of each higher education system. The analysis computes three ratios from which four scores are generated for each campus. Composite scores range from 0 (poor financial health) to 5 (excellent financial health). A composite score of (or below) 1.75 for two consecutive years results in an institution being placed on fiscal watch. The Board of Regents staff will develop policies associated with the Ohio concept and will provide a recommendation at the August Board of Regents meeting.

Data

Expendable net assets: The sum of unrestricted net assets and restricted expendable net assets.
Plant debt: Total long-term debt (including the current portion thereof), including but not limited to bonds payable, notes payable, and capital lease obligations.
Total Revenues: Total operating revenues, plus total non-operating revenues, plus capital appropriations, capital grants and gifts, and additions to permanent endowments.
Total operating expenses: Total operating expenses, plus interest on long-term debt.
Total non-operating expenses: All expenses reported as non-operating with the exception of interest expenses.
Change in total net assets: Total revenues (operating and non-operating), less total expenses (operating and non-operating).

Methodology

Viability ratio: Expendable net assets divided by plant debt. (Note: if plant debt is zero, then the viability ratio is not calculated and a viability score of 5 is automatically assigned.)
Primary reserve ratio: Expendable net assets divided by total operating expenses.
Net Income Ratio: Change in total net assets divided by total revenues.

Ratio Scores	0	1	2	3	4	5
Viability Ratio	< 0	0 to .29	.30 to .59	.6 to .99	1.0 to 2.5	> 2.5 or N/A
Primary Reserve Ratio	< -.1	-.1 to .049	.05 to .099	.10 to .249	.25 to .49	.5 or greater
Net Income Ratio	< -.05	-.05 to 0	0 to .009	.01 to .029	.03 to .049	.05 or greater

(The Composite Score equals the sum of the viability score multiplied by 30%, the primary reserve score multiplied by 50%, and the net income score multiplied by 20%.)

Attachment D.

GUIDING PRINCIPLES FOR PROPOSED MERGERS OR CONSOLIDATIONS

Introduction and Background

The Board of Regents (Board) is constitutionally authorized to plan, coordinate and have budgetary responsibility for all public postsecondary education in the State. More specifically, under Article VIII, Section 5 of the Louisiana Constitution, the Board is authorized to study and report on the merger, transfer or creation of institutions. The Board may undertake such a study on its own or at the request of another party such as the Legislature. However, the merger, transfer, or creation of a public postsecondary institution will only occur upon legislation enacted by two-thirds vote of each chamber of the Legislature, and only after the Board of Regents has studied and made recommendations, or in the absence of Board action, after one year has passed.

For purposes of these guiding principles, a merger results when an existing institution is absorbed by another existing institution and the surviving institution retains its name. A consolidation occurs when two existing institutions are combined into a new institution.[1] Given the disparate missions, histories, local/regional affiliations and thousands of dedicated alumni among Louisiana's higher education systems and institutions, mergers or consolidations are complicated and difficult undertakings. Therefore, potential actions must be carefully considered not only in terms of cost/benefit analyses of the action, but also for the potential impact that they may have on Louisiana's residents, its economy and the institutions' educational, research and public service missions.

The advisability of any merger or consolidation of institutions is case-specific and depends critically on the particular facts of the proposed action. Nevertheless, there are several guiding principles of general applicability that can help direct the assessment of any proposed action when applied with reasonable objectivity and sensitivity to the particulars of a situation. Below are broad guiding principles that the Board will follow when analyzing the merits of any proposed merger or consolidation. Specifically, these guiding principles provide the higher education community and other interested parties with a better understanding of (1) the manner in which proposals for mergers or consolidations are evaluated; and (2) the key issues that should be considered prior to a merger or consolidation. The guiding principles also seek to ensure that merger or consolidation proposals are considered methodically, objectively, and with consistency.

Guiding Principles for the Analysis of Proposed Mergers or Consolidations

Mergers or consolidations are seen as a way to solve many of the challenges facing higher education while expanding access or overall program quality. Despite the opportunities resulting from a merge or consolidation, the unique mission of higher education – educating individuals as productive participating citizens in Louisiana's economy and training individuals to become workforce ready -- must be the priority when contemplating, proposing, or implementing mergers or consolidations. While there is no

[1] These principles are limited to mergers and consolidations as defined herein, and do not extend to the closure of an institution. Consolidations as envisioned in this document are one example of the creation of a new institution; and therefore would fall under the legal framework of the creation of a new institution under Louisiana laws. The Louisiana Constitution and laws are silent on the legal and procedural requirements governing the closure of an institution. It is unclear if the Board study and legislative approval by 2/3 vote required for mergers, transfers and creation of institutions are also required for closures. Therefore, these principles only address mergers and consolidations, not closures.

'right' set of guiding principles that can guarantee success, the Board will include the following in assessing proposals for mergers or consolidations:

1. *Does the proposed merger/consolidation make sense programmatically and academically?* The proposed merger or consolidation should enhance opportunities for citizens to raise their education attainment levels, and it must provide an appropriate benefit to the populations the institutions individually serve. Aligning two institutions with similar missions and shared visions could build on existing collaboration and create (a) greater availability of education and training by linking disciplines currently available on only one campus; (b) opportunities for services and activities aimed at increasing engagement; and (c) more seamless movement between programs offered between merged/consolidated institutions.

   Aligning of two or more institutions with diverse missions, programmatic offerings, and/or research opportunities can prove difficult. However such differences could result in opportunities to expand student services and academic offerings. Proposals should explore policies and processes that help to ensure that the new/combined institution can effectively and efficiently function for its staff, students, and community.

   Such assessments should address the following:

   - Admissions policy and tuition/fee structure: In light of the issues of equity and access, the development of an admissions policy and tuition/fee structure are matters that must be addressed when assessing the value of a merger or consolidation. The higher education community and its stakeholders will need reassurance that the transition to the new/combined institution will not disrupt current or prospective students' studies or unnecessarily disadvantage them.

   - Academic Program Reviews: A comprehensive evaluation of academic programs and structures should be conducted immediately to fully assess whether and how the new or combined institution adds value to students' experiences.

   - Disciplinary codes and rules: Following an evaluation of each partnering institution's codes and rules, disciplinary codes and rules of the new or combined institution should be established and clearly communicated. These may be developed on the basis of existing rules, either by adapting the rules or selecting the code and rules from one of the institutions or creating new rules.

   - Accreditation Status: In some cases the existing academic programs of the partnering institutions can be integrated with very little change. However, in other cases considerable modification may be necessary. It is critical that partnering institutions make arrangements with the appropriate state and accrediting agencies to ensure that the degree is awarded by a legally authorized and accredited institution.

2. *Will the proposed merger/consolidation improve long-term financial stability, levels of capital investment and/or economies of scale?* The proposed action should offer opportunities for more efficient use of resources, especially in the area of space utilization and operations. Integrated capital and space planning can eliminate the need for constructing duplicate facilities while enhancing utilization of and access to specialized facilities and equipment. By combining resources, cooperating institutions can create an optimal balance between cost and

quality. It is important to mention that although institutions with greater financial challenges may be more apt to consider mergers or consolidations, the lack of financial support for debt clearance, the potential need to address faculty and staff salary disparities, and the cost associated with the coordination of campus information technology structures can make the decision less attractive. A successful merger heavily depends not only on understanding this, but also on a careful assessment of each prospective partner's current resources and cost structures.

Below are some issues that should be addressed regarding financial management and administration. It is important to emphasize that the issues below are not all-encompassing, but provide a platform that the Board will use to examine the financial value of a merger or consolidation.

- Assessment of the current financial situation of merging or consolidating institutions. Financial health analyses should be conducted (or reviewed if conducted recently) to assess each institution's financial obligations, assets, and risk profile(s). It is critical that the partnering institutions are accurately informed of one another's financial status prior to a merge or consolidation.

- Financial accounting systems and processes: One comprehensive financial, accounting and administrative process and system must be identified for the new or combined institution(s). This may be developed on the basis of existing processes and systems, either by choosing one existing system or replacing all existing systems/ processes.

- Cost of planning and ultimately implementing a merger or consolidation: Mergers and consolidations typically require external assistance to perform tasks such as due diligence studies, academic program review, data and operational systems conversions, and financial audits. Those costs must be considered when assessing the value of a merger or consolidation, particularly in terms of external support.

3. *What legal issues should be considered when merging or consolidating*? Institutions of higher education in Louisiana are established under the provisions of state law, and any merger or consolidation must be reflected through revisions to existing laws. The proposal should identify and address all legal ramifications to ensure that all legal obligations to students, special trust, endowments, donations, athletic programs, grants, contracts, scholarships, estate executors, other stakeholders, etc. are identified and addressed. Below are some of the legal issues that must be considered during the assessment phases of a merger or consolidation.

   - Contractual obligations: Mergers or consolidations can impact existing obligations of an institution, such as contractual obligations, court orders, consent decrees, and grant terms. It is essential to conduct an inventory of each institution's existing obligations to ascertain whether after a merger or consolidation they can be discharged without violating constitutional rights of private third parties.

   - Relationship between institutions and its affiliates: Existing agreements between the institution(s) to be merged or consolidated and its alumni foundations, donors or other affiliated private entities with fund-raising

functions should be considered. Given that funding often comes from external sources and is normally tied to contracts, good public relations and communications with donors will be essential.

- Employee Rights: Faculty and staff contracts, pension liabilities, and employee restructuring are key issues that must be addressed. Employees should be (1) consulted on all matters that will impact them and their job security (for example: promotion and tenure, revised retirement policy; probation, sabbatical leave, etc.); (2) informed of all possible alternatives before determining termination (for example, severance packages, resubmission of job application for a new or current position).

4. *What cultural challenges arise from a merger or consolidation? Cultural issues are prominent in the merger and consolidation discussion.* Bringing together two (or more) institutions with different institutional cultures can be challenging. Some cultural differences may be apparent in the strategic and operational priorities of the institutions, in different focus areas for teaching and research, in different student populations, and in the historical experience. However, there are some less obvious aspects of institutional culture that cannot be ignored. It is of the utmost importance partnering institutions discuss how mergers or consolidations can impact students' social and educational environment and the community at large.

    - Cultural preservation: Proposals should strive to preserve the unique, positive elements of institutional culture and identify public service missions and local workforce and economic development needs. For example, smaller colleges might have a more student-centered culture that encompasses personalized support services for students while larger, more diverse universities might concentrate resources more on research opportunities and professional studies; variances in admission selectivity lead to differences in student populations which may be merged, as well. Proposals should draw on the positive elements of each institution's culture and include a comprehensive plan for incorporating the strengths of both.

    - Buy-in: Because key players and stakeholders can serve as valuable communication channels during a merger or consolidation, buy-in from these individuals is critical. Open and informed communication can mitigate misconceptions such as a stronger institution imposing its institutional culture on the weaker institution.

5. *What are the issues associated with planning and implementation phase*? In higher education, where much of the research focuses on assessing the value of mergers and/or consolidations, challenges often arise from shortsightedness regarding the planning and implementation phase. The success of any merger or consolidation is in the details of its planning and implementation phase. While each merger or consolidation will face its unique issues and challenges, below are some issues that should be considered in the planning and implementation phases.

    - Identify leadership team(s): Leadership is an integral component to mergers or consolidations. Strong and creative leaders are necessary to drive the planning and implementation phases of the merger or consolidation. Therefore, the leadership teams should consist of individuals with diverse areas of expertise and interest. It is

important to note that these leaders may or may not be from the involved institutions or from the new or combined institution.

- Develop a plan for a smooth transition: Proposals should address the arrangement for ensuring a smooth transition from one set of governance and management structure to another. Issues such as combining or creating new faculty and student senate councils and expanding or collapsing academic management structures should be discussed in the planning and implementation phases.

- Identify Communication Outlets. Identify the outlets that will be used to communicate information about the merger or consolidation to the higher education community and its stakeholders. Identified modalities should be wide-ranging (e.g., town hall discussions to social media outlets) to reach the most individuals as possible.