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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**Thursday, September 26, 2013, 9:35 a.m.**

Louisiana Purchase Room, W.C.C. Claiborne Building, Baton Rouge, LA

- I. Call to Order**
- II. Roll Call**
- III. Proposed New Academic Programs**
  - A. University of Louisiana, Monroe
    1. BS in Pharmaceutical Sciences
    2. PBC in Computer Tomography
    3. PBC in Unmanned Aircraft Systems Management
- IV. Consent Agenda**
  - A. Center for Visual and Decision Informatics – ULL: Request for Full Approval
  - B. Teacher Preparation Accountability System Procedures: Revision
  - C. Master of Arts in Teaching (MAT) – Nicholls: Revision
  - D. Routine Staff Reports
    1. Staff Approval of Routine Academic Requests
    2. Progress Reports for Conditionally Approved Programs/Units
    3. Past Due Progress Reports
    4. Letters of Intent/Proposals in the Queue
- V. Other Business**
  - A. Post-Baccalaureate and Graduate Certificate Programs – Update
  - B. Articulation and Transfer Report (Act 623)
- VI. Adjournment**

*Committee Members: Charlotte Bollinger, Chair; Mark Abraham, Vice Chair; Joel Dupré, Pamela Egan, Robert Levy, Albert Sam, Joe Wiley; System Representatives - LCTCS, LSU, SU, UL*

**AGENDA ITEM III A 1**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY OF LOUISIANA AT MONROE**  
**Bachelor of Science in Pharmaceutical Sciences**

**BACKGROUND INFORMATION**

The University of Louisiana at Monroe (ULM) requests Board of Regents' approval of a Bachelor of Science in Pharmaceutical Sciences (BSPS). The proposal was approved by the Board of Supervisors of the University of Louisiana System in August 2013. The Letter of Intent (LoI) was approved by the Board of Regents in October 2012.

**STAFF SUMMARY**

**1. Description**

Students seeking admission into ULM's Doctor of Pharmacy (Pharm D) program must have completed 77 credit hours of pre-requisites plus other coursework in order to be eligible for acceptance into the professional program. The University states that it presently awards a Bachelor of General Studies (BGS) after students complete the first year of the Pharm D curriculum since they have completed requirements for the BGS. The University proposes that rather than awarding the BGS, a Bachelor of Science in Pharmaceutical Sciences (BSPS) would be awarded. The rationale is that the proposed BSPS would more appropriately reflect the academic accomplishments achieved to that point in the educational process. Awarding a BSPS is consistent with practice at pharmacy programs at institutions such as the University of Michigan, The Ohio State University, Purdue University, University of Mississippi, and the University of Houston.

**2. Need**

The College of Pharmacy at ULM typically admits 100 students per year. Currently the Pharm D program has a 7.8% attrition rate which equates to 5-8 students per year either voluntarily withdrawing or being dismissed from the program due to lack of academic performance. The BSPS would be of significant help to those students that do not complete the Pharm D program since the BSPS would be an appropriate indication of the coursework successfully completed in a very demanding curriculum. By having such a degree awarded, a student would have the credential needed to seek employment in a variety of positions in the larger pharmaceutical industry (sales, bench scientist) or in government (regulatory affairs). Graduates of such a program would provide Louisiana with well-trained life science research technicians for industry and government regulatory positions, areas that will see an increase in workforce demand of 9.5% through 2018.

**3. Students**

All students completing the first year of the professional curriculum will be awarded the BSPS. Thus, 92-95 students per year will earn the proposed degree.

**3. Faculty, Resources, Administration & Accreditation**

All faculty and necessary resources are present as part of the first year of the pharmacy professional program. There is presently no specialized accreditation for bachelor's programs in pharmaceutical sciences.

#### **4. Budget**

No additional costs will be associated with developing or implementing the BSPS since the students are already taking the courses as part of the pre-pharmacy and Pharm D curricula.

#### **STAFF ANALYSIS**

Awarding of a BSPS after completion of the first year of ULM's Pharm D program is consistent with similar programs at the University of Mississippi, Purdue University, the University of Michigan, The Ohio State University, University of Toledo, University of Houston and other professional pharmacy programs. The awarding of such a degree better reflects the curriculum completed in comparison to the BGS that is currently awarded.

#### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee grant approval of a Bachelor of Science in Pharmaceutical Sciences (CIP Code 51.2099) at the University of Louisiana at Monroe.***

**AGENDA ITEM III A 2**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY OF LOUISIANA AT MONROE**  
**POST-BACCALAUREATE CERTIFICATE: COMPUTED TOMOGRAPHY**

**BACKGROUND INFORMATION**

The University of Louisiana at Monroe (ULM) is requesting approval to offer a Post-Baccalaureate Certificate (PBC) in Computed Tomography (CT). The proposal was approved by the Board of Supervisors of the University of Louisiana System in August 2013.

**STAFF SUMMARY**

**1. Description**

The proposed post-baccalaureate advanced specialty certificate has been designed to provide registered radiologic technologists with the knowledge, skills and competence necessary to become practicing CT technologists. The overall objectives of the certificate, which builds upon the very productive Bachelor of Science in Radiologic Technology currently offered by ULM, are as follows:

- Graduate students with the knowledge and skill to operate CT equipment in order to obtain high-quality images while minimizing radiation absorbed dose;
- Promote the development of critical thinking and problem solving skills needed in CT imaging;
- Instruct students in sectional anatomy, pathophysiology, pathology and pharmacology associated with CT imaging;
- Promote patient safety CT imaging; and
- Prepare graduates to pass the national certification exam administered by the American Registry of Radiologic Technologists (ARRT).

The proposed PBC, consisting of five courses, will be delivered over two semesters. Students will complete four courses in the first semester and one clinic course in the second semester. Upon successful completion of the program, students will be eligible and sufficiently prepared to take and pass the national certification exam in CT administered by ARRT which is necessary to become a practicing CT technologist.

**2. Need**

In order for a person to be considered a registered CT technologist, one must pass a national certification exam administered by ARRT. AART recently announced that in 2016, all certifications above initial certification (which pertains to CT) will not only require a number of documented clinical experience competencies but also documented didactic instruction in order to be eligible to take the national certification exam. By offering the proposed PBC, ULM would provide individuals an avenue by which the new requirements could be met.

While there are four institutions that currently offer a Bachelor of Science in Radiologic Technology (McNeese, ULM, Northwestern, and Southeastern), there is none that offers additional instruction in CT. With implementation of the proposed PBC, ULM will increase the level of credentials held by CT technologists in the state which will improve medical diagnosis, treatment, and prognosis for the citizens affected. The proposed PBC will also improve the marketability of those that complete the curriculum by having them prepared to function in an additional imaging modality.

**3. Students**

The certificate program targets radiologic technologists who have passed the national registry exam and are recognized as registered technologists by ARRT. The primary source of students will be ULM radiologic technology graduates (ULM's BS in Radiologic Technology graduates approximately 37 graduates a year based on a three-year average) as well as graduates of the other BS in Radiologic

Technology programs offered in the state. The number of students that will be admitted into the proposed PBC is limited by the number of clinical education settings. The program will accept seven students per year beginning in the fall semester and completing the certification program in the spring semester. In the first five years, a total of 35 graduates is projected. Radiologic technology certification through the ARRT is required for admission as is completion of an undergraduate degree.

#### **4. Faculty, Resources & Administration**

The proposed PBC will be housed in the Department of Radiologic Technology in the College of Health Sciences. The program will not affect the present administrative structure of the institution. ULM has sufficient technology, facilities, and library holdings to support the proposed program. While existing faculty and administrators will be utilized to teach courses and manage the program, there will be a need to hire one adjunct faculty member.

#### **5. Accreditation**

The BS in Radiologic Technology currently offered by ULM is currently accredited with the Joint Review Committee on Education in Radiologic Technology; however, programmatic accreditation does not yet exist for computed tomography specific certificate programs.

#### **6. Budget**

The initial cost of course development and operating the program for three years will be paid from a College of Health Sciences foundation account. After year three of program implementation, the program should be supported by self-generated tuition and fees.

### **STAFF ANALYSIS**

ULM is proposing a PBC that will provide additional training and career advancement opportunities for registered radiologist technologists. Such an offering can be provided by ULM at minimal cost to the institution since this is a certificate program that would build upon the existing BS in Radiologic Technology.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant approval of the Post-Baccalaureate Certificate in Computed Tomography (CIP Code 51.0911) at the University of Louisiana at Monroe.***

**AGENDA ITEM III A 3**  
**PROPOSED NEW ACADEMIC PROGRAM**  
**UNIVERSITY OF LOUISIANA AT MONROE**  
**POST-BACCALAUREATE CERTIFICATE: UNMANNED AIRCRAFT**  
**SYSTEMS MANAGEMENT**

**BACKGROUND INFORMATION**

The University of Louisiana at Monroe is requesting approval to offer a Post-Baccalaureate Certificate (PBC) in Unmanned Aircraft Systems Management. The proposal was approved by the Board of Supervisors of the University of Louisiana System in August 2013.

**STAFF SUMMARY**

**1. Description**

The proposed PBC in Unmanned Aircraft Systems (UAS) Management is designed for individuals who have earned a baccalaureate degree and who are seeking functional competency in UAS (drone) management. The 15-credit hour program provides the breadth and depth of instruction needed to ensure graduates are prepared to work as pilot/operators and/or development team members of unmanned aircraft systems while fully understanding the operational and safety environments of the National Airspace System. The program will be delivered in the traditional classroom environment with some field experience. The technological focus of this proposed PBC limits options for extended access via online delivery mechanisms. The proposed PBC focuses specifically on managing UAS and should not, therefore, be considered as equivalent to the comprehensive aviation degree program offered by ULM. With that said, the PBC builds upon the successful and longstanding undergraduate professional Aviation program.

**2. Need**

This PBC provides students with the opportunity to be on the forefront of the emerging application of UAS technology. While the Federal Aviation Administration (FAA) currently does not allow commercial use of UAS, it is anticipated that this will occur in the very near future and that this will create a demand for well qualified employees who understand how to use the technology. Given ULM's location and proximity to possible UAS application areas (such as the crop management, forestry and pipelines), as well as the institution's background in aviation, developing expertise in UAS technology is in alignment with ULM's role, scope and mission. By creating the PBC in UAS Management, the institution will: (1) help meet the expected demand for well trained employees in the aviation industry; (2) provide an alternative educational path for individuals who have been displaced by downturns in other occupational fields or who are looking for an alternative career path; and (3) create entrepreneurial opportunities for the commercial application of UAS technology.

**3. Students**

UAS management is an emerging field of study with significant commercialization opportunities as well as career opportunities. The excitement about the area of UAS will help attract students who are interested in the field. The University has generated interest from the launch of a new (fall 2013) undergraduate concentration in the existing BS degree in Aviation. Students for the program will be recruited from a pool of professionals displaced from declining industries within the region and from a group of individuals currently working in the aviation industry who want the specialized knowledge related to UAS technology so that they can transition into that segment of the aviation industry. To be considered for admission into the proposed PBC, a student must have earned a baccalaureate degree; registered and been approved by the Transportation Security Administration (TSA); and acquired an FAA Private Pilot license.

The institution projects that the program will begin with an enrollment of two students with an increase to 25 students by the fifth year of program implementation. By the end of the third year, it is projected that there will be two completers and 12 by year five.

#### **4. Faculty, Resources & Administration**

The proposed PBC will be administered in the College of Business. ULM has sufficient technology, facilities, and library holdings to support the proposed program. No additional faculty will be needed since the courses required of the proposed PBC are already being offered by the institution.

#### **5. Accreditation**

Specialized programmatic accreditation does not exist for a Post-Baccalaureate Certificate in this field of study.

#### **6. Budget**

ULM expects minimal additional costs to develop, implement and sustain this proposed PBC. As previously noted, students will enroll in existing ULM aviation courses with undergraduate degree-seeking students. Revenue generated from the tuition and fees of this proposal will be more than adequate to offset additional expenses for potential adjuncts or overload pay that may occur if the program grows beyond initial projections. No additional funding will be required.

### **STAFF ANALYSIS**

The Post-Baccalaureate Certificate in Unmanned Aircraft Systems Management builds upon ULM's successful aviation program. Instruction provided by this PBC will allow individuals the opportunity to gain functional competency in drone management which is an emerging field and one relevant to the geographic area serviced by ULM.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant approval of the Post-Baccalaureate Certificate in Unmanned Aircraft Management (CIP Code 49.0100) at the University of Louisiana at Monroe.***

**AGENDA ITEM IV A**  
**PROPOSED NEW RESEARCH UNIT**  
**UNIVERSITY OF LOUISIANA AT LAFAYETTE**  
**CENTER FOR VISUAL AND DECISION INFORMATICS**

**BACKGROUND INFORMATION**

The University of Louisiana at Lafayette (ULL) is requesting formal approval of the Center for Visual and Decision Informatics. Approval of this request was granted by the Board of Supervisors of the University of Louisiana System in August 2013.

**STAFF SUMMARY**

**1. Description**

The mission of the proposed Center for Visual and Decision Informatics (CVDI) is to research and develop next generation visual and decision support tools and techniques to enable decision makers in government and industry to fundamentally improve the way their organization's information is interpreted and analyzed. CVDI will bring together analytic, visual, and perceptual techniques by advancing the state-of-the-art in the research fields of Information Visualization, Visual Analytics, and Automated Analysis. This research will be supported by advanced computing and visualization facilities to create Decision-Making Environments (DME) – a framework that will enable users to explore and customize information streams in a variety of modalities to gain better insight to that information. The goals set forth by CVDI include the following:

- Accelerate the creation and transfer of knowledge and technology to industry and commercial products;
- Discover, share and leverage synergies of concepts, technologies, and resources needs by industry-relevant Visual and Decision Informatics research; and
- Create a future workforce that will benefit the local and national economy by educating a diverse body of students on the interdisciplinary field of Visual and Decision Informatics.

CVDI has been approved by the National Science Foundation (NSF) as an Industry/University Cooperative Research Center (I/UCRC), which is a center that has been identified as such due to its ability to drive continuous innovation through knowledge sharing among partners leading to invention and commercialization of data-driven decision support technologies. Under the NSF program, an I/UCRC is established to conduct research that is of mutual interest to both the industrial members and the university researchers who are involved, with the provision that industry must provide the major financial support to the center's core research projects. The center is also to be strongly focused on the education of graduate students via the center's research projects, thus developing students who will be knowledgeable in industrially-relevant research. NSF's I/UCRC model strongly encourages multi-university centers, with the requirement that each center be a partnership between at least two academic institutions. CVDI is composed of two academic sites and is currently supported by 14 industrial/government members. The two sites are ULL, which is the lead institution, and Drexel University.



## **2. Resources and Administration**

The proposed CVDI will be administered by ULL's Office of Vice President for Research and managed by the following: Center Director/Co-Director, Deputy Director, Site Director, Center Administration, Academic Policy Board, Industrial Advisory Board, and Center External Evaluator. In addition to those individuals tasked with managing the daily functions of the Center, there are ten faculty and staff that will form the core of the ULL research staff for the Center. This number will be increasing as ULL continues internal promotion of the proposed center. From Drexel, three personnel have been tasked with administering the Center along with eleven faculty that will be participating as research staff. No new facilities will be required to meet the needs of CVDI; it has been designed to work with existing infrastructure available at ULL as well as the iSchool at Drexel.

## **3. Budget**

There are three primary sources of sustained revenue for CVDI Center which include:

- (1) ***Membership Fees.*** As per NSF requirements, each site of the Center must obtain and maintain at least five industry/governmental agency members. Members join by signing an Industry Membership Agreement with a site and then pay the \$30K membership fee. Initial NSF goals for ULL for Year One (2012) were set at \$150K in membership fees which ULL exceeded. As part of the growth plan, the ULL site set its goal to increase the membership by one per year from the initial NSF goal, until at least ten members are obtained and maintained.
- (2) ***NSF Funding.*** NSF has committed to providing funding to each site for five years (\$80K per year), as long as the minimum site requirements are maintained.
- (3) ***Seed Funding.*** ULL has committed to providing \$50K in Year One of operations, and \$200K for Years Two and Three.

These three sources of funding noted above will sufficiently address projected operational costs.

### **STAFF ANALYSIS**

CDVI has been recognized by NSF as an Industry/University Cooperative Research Center, the first to be established in the State of Louisiana. Goals and objectives established by the proposed center will accelerate the creation and transfer of knowledge and technology to industry and commercial products as well as create a future workforce that will be well versed in Visual and Decision Informatics. Funding is in place to meet the anticipated expenditures required for Center operations.

### **STAFF RECOMMENDATION**

***The staff recommends that the Academic and Student Affairs Committee grant full approval of the Center for Visual and Decision Informatics at University of Louisiana at Lafayette for a period of five years, effective immediately.***

## **AGENDA ITEM IV B**

### **TEACHER PREPARATION ACCOUNTABILITY SYSTEM PROCEDURES REVISION**

#### **BACKGROUND INFORMATION**

The Louisiana Board of Regents approved revised procedures to implement a Teacher Preparation Accountability System during 2002-2003. The system was implemented during the time period of 2002-05 to address requirements for the Title II Higher Education Act for the U.S. Department of Education to identify At-risk and Low-Performing teacher preparation programs. As a result of the need to recalculate baselines after Hurricane Katrina and the need to integrate results from a new value-added assessment for teacher preparation into the formula, the Teacher Preparation Accountability System was suspended in 2005 and has been undergoing revisions with input from the Blue Ribbon Commission for Education Excellence, state committees, the Louisiana Association of Colleges for Teacher Preparation, and private providers.

#### **STAFF COMMENTS**

The Louisiana Department of Education has been selected to receive a grant from the Council for Chief State School Officers (CCSSO) that will allow K-12 educators, higher education educators, and other stakeholders to work collaboratively to further develop Louisiana's teacher licensure requirements, teacher preparation approval procedures, and teacher preparation evaluation procedures. The full revision of the teacher preparation accountability system will be integrated into the work for the CCSSO grant over the next two years. Due to the need to have a procedure in place to identify At-Risk, and Low-Performing teacher preparation programs to comply with regulations for the Higher Education Act, the BoR staff is recommending that the existing Teacher Preparation Accountability System be adapted and the teacher licensure passage rates identified within the existing system be used to identify At-Risk and Low-Performing teacher preparation programs. Once new teacher preparation evaluation procedures are identified through the CCSSO grant, the Board of Regents and Board of Elementary and Secondary Education will be asked to adopt the new procedures.

#### **STAFF RECOMMENDATIONS**

***The staff recommends that the Academic and Student Affairs Committee grant approval of a request to adapt the Teacher Preparation Accountability System procedures and only use teacher licensure passage rates to identify At-Risk and Low Performing teacher preparation programs when reporting to the U.S. Department of Education for the Higher Education Act.***

## **AGENDA ITEM IV C**

### **MASTER OF ARTS IN TEACHING (MAT) – NICHOLLS REVISION**

#### **BACKGROUND INFORMATION**

Nicholls State University received approval from the Louisiana Board of Regents to offer Master of Arts in Teaching degrees in Elementary Education (Grades 1-5), Secondary Education (Grades 6-12), and Human Performance Education (Health & Physical Education – Grades K-12) on January 27, 2010.

#### **STAFF COMMENTS**

Nicholls has requested approval to convert the Master of Arts in Teaching degree in Human Performance Education (Health & Physical Education – Grades K-12) to a Master of Arts in Teaching degree in Multiple Levels – Grades K-12. The institution would then like to offer Human Performance Education (Health & Physical Education - Grades K-12), French Education (Grades K-12), and Spanish Education (Grades K-12) as three areas of certification that teachers may pursue under the one degree.

#### **STAFF RECOMMENDATIONS**

***The staff recommends that the Academic and Student Affairs Committee recommend that the full board grant approval of a Master of Arts in Teaching degree in Multiple Levels (Grades K-12) at Nicholls State University and for the University to offer Human Performance Education (Health & Physical Education – Grades K-12), French Education (Grades K-12), and Spanish Education (Grades K-12) as three areas of certification within the degree.***

**AGENDA ITEM IV D 1**  
**ROUTINE ACADEMIC REQUESTS**  
 Staff Approval

<b>Institution</b>	<b>Request</b>
LSUS	Request to make three organizational changes to the current departmental configuration: (1) redistribute the faculty of the Department of Fine Arts, Foreign Languages, and Humanities (FAFLHU) and the Department of Communications into three other units and eliminate these two departments; (2) Create a new Department of Arts and Media; and (3) Change the name of the Department of English to the Department of English and Foreign Languages – <b><u>approved.</u></b>
Nicholls	Request to change the name of the Department of Psychology and Counselor Education to the Department of Psychology, Counseling, and Family Studies – <b><u>approved.</u></b>
SUNO	Request to change the name and degree designation of the BA/Social Welfare (CIP 440701) on the CRIN to “BSW/Social Work” as it has been accredited since 1974 – <b><u>approved.</u></b>
SUNO	To offer a Post-Baccalaureate Certificate for a Certification-Only Alternate Program in the following content areas; Early Childhood Ed, Grades PK-3 (CIP 13.1210) (33 SCH); Elementary Education, Grades 1-5 (CIP 13.1202) (33 SCH) – <b><u>approved.</u></b>
ULL	To offer a Graduate Certificate for add-on certification as <u>Instructional Coach</u> (CIP 13.9999) (15 SCH) – <b><u>approved.</u></b>
ULM	To offer a Post-Baccalaureate Certificate for add-on certification as <u>School Librarian</u> (CIP 13.1334) (15 SCH) – <b><u>approved.</u></b>

## AGENDA ITEM IV D 2

### PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
08.2010	<p>Baton Rouge Community College</p> <p><b>AAS – Veterinary Technology (CIP Code 51.0808)</b></p> <p>Conditional approval was granted to the AAS in August 2010. Annual reporting was requested until specialized programmatic accreditation has been achieved. A progress report was accepted by the Board of Regents in September 2012 at which time a subsequent report was requested by September 1, 2013.</p>	<p>The 2013 progress report was received by staff in early September 2013. Enrollment in the AAS has grown from a class of 10 in fall 2011 (the inaugural class) to 19 students in fall 2013. The program completed its first graduating class in May 2013 which consisted of eight students. It was disclosed that the American Veterinary Medical Association Committee on Veterinary Technician Programs and Activities (AVMA CVTEA) granted the AAS program provisional accreditation which is extended to veterinary technology programs making significant progress towards full compliance with all committee recommendations. It was explained in the report that this provisional period is for five years.</p>	<p>Accept the 2013 annual report. No additional reporting is necessary since the program continues to expand and AVMA CVTEA accreditation has been achieved.</p>
08.2010	<p>Baton Rouge Community College</p> <p><b>AS – Engineering (CIP Code 14.0101)</b></p> <p>Conditional approval was granted to the AS in August 2010. An update on enrollment, completer and transfer data was requested by September 1, 2012. BRCC provided such an update in December 2012 at which time the report was accepted by the Board of Regents and a subsequent report was requested by September 1, 2013.</p>	<p>The 2013 progress report was received by staff in early September 2013. BRCC reported that 380 students were enrolled for fall 2012 with 368 students enrolled for spring 2013. Thirteen students completed the program during AY 2012-13. Based on data provided to the College of Engineering 204 BRCC students transferred to the College of Engineering at LSU (2010-2013). This transfer total includes BRCC graduates as well as BRCC students transferring before completion of the AS in Engineering. BRCC has now established articulation agreements with LSU, Southern University, LA Tech and the University of Louisiana – Lafayette.</p>	<p>Accept the 2013 annual report. Based on the growth of the program, no additional reporting is required.</p>
09.2009	<p>LSU Health Sciences Center – Shreveport</p> <p><b>Master of Physician's Assistant Studies (CIP Code 51.0912)</b></p> <p>Conditional approval was granted to the program with a request for annual reporting on various aspects until specialized programmatic accreditation was achieved. The campus has submitted an annual report as request with the last one received and accepted by the Board of</p>	<p>The 2013 progress report was received by staff in mid July 2013. It was documented that the program has graduated 35 individuals since implementation. Completer data as of late is as follows: summer/fall 2013 – 24; projected for summer 2014 - 27 and projected for summer 2015 - 39. At present, there are 110 students currently enrolled.</p>	<p>Accept the 2013 annual report. No additional reporting is necessary since enrollment is robust and completer numbers exceed the viability threshold.</p>

	<p>Regents in June 2012. At that time a subsequent report was requested by June 1, 2013. The campus was asked to provide an update on the number of enrollees and completers.</p>		
<p>04.2008</p>	<p>Northwest Louisiana Technical College</p> <p><b>AAS – Culinary Arts and Occupations (CIP Code 12.0503)</b></p> <p>Conditional approval was granted to the program in April 2008. The institution was asked to provide an update on the number of students enrolled; the number of completers; measures taken to promote completion of the program; and activities of the advisory board. Annual reports have been submitted by the campus with the last one received and accepted by the Board of Regents in October 2012. A request for a subsequent report by September 1, 2013 was made at that time.</p>	<p>The 2013 progress report was received by staff in late August 2013. Enrollment over the last year has grown slightly (summer 2012 – 2, fall 2012 – 2 and spring 2013 – 5), and it was reported that two students completed in the program in fall 2012. The campus identified various marketing tools that have been used in an attempt to recruit students (i.e., television ads, radio ads, attendance at career fairs, etc.).</p>	<p>Accept the 2013 progress report. A subsequent report shall be due by September 1, 2014.</p>
<p>06.2011</p>	<p>Northwestern State University</p> <p><b>BAS – Applied Health (CIP Code 51.0000)</b></p> <p>The BAS was granted conditional approval in June 2011 with the caveat that a progress report shall be submitted by September 1, 2012 regarding enrollment and completion rates. In December 2012, the progress report was accepted by the Board of Regents. A subsequent report was requested by September 15, 2013.</p>	<p>The 2013 progress report was received by staff in late August 2013. The report documented that the first students were admitted to the BAS program in spring 2012. Enrollment in the program has steadily increased as indicated by enrollment for the last four semesters (spring 2012: 7, fall 2012: 22, spring 2013: 22 and fall 2013: 35). The program has not produced any completers to date; however, three students are expected to graduate in fall 2013 and an additional four students in spring 2014. Various accomplishments achieved since the last progress report include: articulation agreements with 21 programs have been signed at four community colleges throughout Louisiana; 19 recruiting events have been held in conjunction with community colleges and healthcare institutions over the last year; and all newly-created courses for the program were offered in the spring 2013 semester.</p>	<p>Accept the 2013 progress report. A subsequent report shall be due by September 15, 2014.</p>

06.2006	<p>Southern University – New Orleans</p> <p><b>BS – Business Entrepreneurship (CIP Code 52.0701)</b></p> <p>In June 2006, conditional approval was granted to the degree program. Accompanying this action was a request for annual reporting until specialized programmatic accreditation has been achieved. The institution has provided an update annually as requested with the most recent report accepted by the Board of Regents in June 2012. At that time a subsequent report was requested by June 1, 2013.</p>	<p>The 2013 progress report was received by staff in late August. It was reported that for fall 2012 there were 308 majors, down from 375 in fall 2011. Completer numbers continue to rise as indicated by the data provided in the report (May 2009: 5, May 2010: 15, May 2011: 42, May 2012: 53 and May 2013: 46). In regards to accreditation efforts, it was noted that accreditation by The Association to Advance Collegiate Schools of Business (AACSB) was awarded in November 2012. An update on faculty, publications and intellectual contributions and student accomplishments was provided.</p>	<p>Accept the 2013 progress report. No further reporting is necessary due to the stability of the program as well as achievement of AACSB accreditation.</p>
08.2006	<p>Southern University – New Orleans</p> <p><b>BS – Health Information Management Systems (CIP Code 51.0706)</b></p> <p>The program was granted conditional approval in August 2006. Annual reporting was requested until specialized accreditation has been achieved. The campus has submitted updates as requested with the last report accepted by the Board of Regents in June 2012. A subsequent report was requested by June 1, 2013.</p>	<p>The 2013 progress report was received by staff in late August 2013. Enrollment has continued to increase with enrollment at 142 for fall 2013, an increase of 12 students from fall 2012. Fourteen students completed the program in spring 2013 and it is projected that 12 students will complete the program in spring 2014. In regards to the pursuit of accreditation with the Commission on Accreditation for Health Informatics and Health Information Management (CAHIIM), it was reported that initial accreditation was awarded in February 2013 until 2023. An update on advisory committee activities, student progress, faculty appointments and other achievements was also provided.</p>	<p>Accept the 2013 progress report. No further reporting is necessary due to the stability of the program as well as achievement of CAHIIM accreditation.</p>
05.2006	<p>Southern University – New Orleans</p> <p><b>BS – Management Information Systems (CIP Code 52.1201)</b></p> <p>Conditional approval was granted to the program in May 2006. Annual reporting was requested until specialized accreditation has been achieved. The campus has submitted updates as requested with the last report accepted by the Board of Regents in June 2012. A subsequent report was requested by June 1, 2013.</p>	<p>The 2013 progress report was received by staff in late August 2013. Enrollment in the program has slightly declined (AY 2011-12: 121 and AY 2012-13: 102) while the number of completers increased and has now stabilized (May 2009L 6, May 2010: 6, May 2011: 20, May 2012: 20 and May 2013: 19). Placement information on recent graduates was provided. The report documented that accreditation The Association to Advance Collegiate Schools of Business (AACSB) was awarded in November 2012. An update on faculty, publications and intellectual contributions and student accomplishments was provided.</p>	<p>Accept the 2013 progress report. No further reporting is necessary due to the stability of the program as well as achievement of AACSB accreditation.</p>

<p>05.2008</p>	<p>Southern University – New Orleans <b>BS – Mathematics (CIP Code 27.0101)</b> Conditional approval was granted to the program in May 2008 with implementation approved for August 2008. Annual reporting was requested until the campus was otherwise directed. Progress reports have been submitted providing updates on enrollees and completers as well as on placement of graduates. The last progress report was accepted by the Board of Regents in October 2012 at which time a subsequent report was requested by September 1, 2013.</p>	<p>The 2013 progress report was received by staff in early September 2013. The report indicated that from fall 2012 to fall 2013, 64 students had declared Mathematics as their major. Two students completed the program in May 2013 and the University anticipates five completers for spring 2014. The report provided an update on students who participated in summer internships; faculty and support personnel numbers; the budget and changes made to the curriculum.</p>	<p>Accept the 2013 progress report. A subsequent report addressing all previous items shall be due by September 1, 2014.</p>
<p>06.2006</p>	<p>Southern University – New Orleans <b>MS – Management Information Systems (CIP Code 52.1299)</b> The MS was conditionally approved in June 2006. Annual reporting was requested until specialized programmatic accreditation has been achieved. The campus has submitted updates as requested with the last report accepted by the Board of Regents in June 2012. A subsequent report was requested by June 1, 2013.</p>	<p>The 2013 progress report was received in late August 2013. It was communicated that 53 graduate students were enrolled for fall 2013, a slight decline from the previous year (57). The number of completers has continued to increase as indicated by the data provided in the report (May 2009: 17, May 2010: 5, May 2011:12, May 2012: 20 and May 2013: 29). Information relevant to the placement of graduates was provided as well. The report indicated that The Association to Advance Collegiate Schools of Business (AACSB) awarded accreditation in November 2012. The report also conveyed information regarding programmatic accomplishments; instructional improvements; a record of faculty publications and intellectual contributions; and goals established for AY 2013-14.</p>	<p>Accept the 2013 progress report. No further reporting is necessary due to the stability of the program as well as achievement of AACSB accreditation.</p>
<p>06.2011</p>	<p>Southern University – Shreveport <b>CAS – Medical Coding Specialist (CIP Code 51.0707)</b> The CAS was granted conditional approval with a request that an update on enrollment and completion numbers, as well as on progress toward accreditation, be submitted by July 1, 2012. Such a report was submitted and accepted by the Board of Regents in July 2013. At that time a subsequent report was requested by July 1, 2013.</p>	<p>The 2013 progress report was received by staff in late July 2013. For academic year 2012-13, there were 15 students enrolled in the program and 15 students completed the program. There are 10 students enrolled for fall 2013 and the campus projects 15 completers for academic year 2013-14. An update on progress toward achieving accreditation by the American Health Information Management Association (AHIMA) was provided. It was noted that AHIMA is revising accreditation standards and, as a result, SUSLA must wait until such standards are finalized prior to moving forward with the accreditation process. Information attesting to the fact that this CAS would be offered through distance learning technologies was provided.</p>	<p>Accept the 2013 progress report. A subsequent report addressing all previous items shall be due by July 1, 2014.</p>



08.2011	<p>University of Louisiana - Lafayette</p> <p><b>BS – Health Services Administration (CIP Code 51.0701)</b></p> <p>Conditional approval was granted to the program in August 2011. The University was asked to provide an update on program implementation by September 15, 2012. Such a report was provided within the established timeframe with a subsequent report requested by September 1, 2013.</p>	<p>The 2013 progress report was received by staff in late August 2013. Enrollment in the program has steadily increased with 16 students in fall 2012 to 59 students in fall 2013. To date there have been no completers. An update on industry partnerships, faculty preparation, leadership, and growth of the program was also provided.</p>	<p>Accept the 2013 progress report. A subsequent report addressing all previous items shall be due by September 1, 2014.</p>
10.2010	<p>University of Louisiana - Lafayette</p> <p><b>BA – Moving Image Arts (CIP Code 50.0601)</b></p> <p>In October 2010, conditional approval was granted to the program. A progress report on enrollment and completion rates was requested by September 1, 2012. Such a report was submitted and accepted in September 2012. A subsequent report was requested by September 1, 2013.</p>	<p>The 2013 progress report was received by staff in late August 2013. Enrollment data was provided for three semesters which showed a slow increase over time (fall 2012: 90, spring 2013: 98 and fall 2013: 117). Completers of the program were reported as follows: AY 2011-12: 2 and AY 2012-13: 6. Various accomplishments were noted in the report including expansion of course offerings; the hiring of new instructors; improvement of industry relations; research being conducted; and professional activity among students and graduates.</p>	<p>Accept the 2013 progress report. A subsequent report addressing all previous items shall be due by September 1, 2014.</p>
08.2012	<p>University of Louisiana – Lafayette</p> <p><b>MS – Criminal Justice with an emphasis on Juvenile Justice (CIP Code 43.0104)</b></p> <p>Conditional approval was granted to the program in August 2012. At that time a progress report on program implementation to include relevant enrollment and progression data was requested by October 1, 2013.</p>	<p>The 2013 progress report was received by staff in early September 2013. The report recounted that the MS was initially scheduled to begin in January 2013; however, program implementation did not occur until August 2013 due to more planning time being necessary. It was noted that seven students are currently enrolled in the first cohort of the Master's program for fall 2013 and that the institution will be admitting applicants for spring 2014 as well. An update on the promotion of the program and the creation of industry partnerships was provided.</p>	<p>Accept the 2013 progress report. A subsequent report addressing all previous items shall be due by October 1, 2014.</p>

08.2012	<p>University of Louisiana – Lafayette</p> <p><b>MS – Kinesiology (CIP Code 13.1314)</b></p> <p>In August 2012, conditional approval was granted to the MS program. The campus was asked to submit an update on program implementation, to include relevant enrollment and progression data.</p>	<p>The 2013 progress report was received by staff in early September 2013. The report documented that the first cohort contained 21 students, double that of what was projected by the institution. Since program implementation occurred in fall 2012, there are no completers to report. An update on faculty initiatives and the creation of industry partnerships was also provided in the report.</p>	<p>Accept the 2013 progress report. A subsequent report addressing all previous items shall be due by October 1, 2014.</p>
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## AGENDA ITEM IV D 3

### PAST DUE REPORTS FOR APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Listed below are reports that have yet to be received for various academic programs and research units.

Due Date	Institution	Program/Research Unit	Summary
06.30.2013	Southeastern	Center for Nursing Research in Education and Practice	Conditional two-year approval was granted to the Center in October 2007 with continued approval through June 30, 2014 granted in March 2010. At the time of continued approval the institution was asked to submit annual progress reports addressing unit accomplishments and complete budgets noting external funding secured and related unit cost. The most recent progress report was submitted in August 2012 at which time the report was received and a subsequent report was requested by June 30, 2013.
06.01.2013	LSUHSC-NO	Louisiana Vaccine Center	One-year conditional approval was granted to the Center in October 2008 with full approval granted through June 30, 2012 in August 2009. A request for a one-year extension of Center status was authorized in August 2012. As a result, a request for reauthorization was requested by June 1, 2013.

## AGENDA ITEM IV D 4

### LETTERS of INTENT/PROPOSALS in the QUEUE Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM/UNIT	RECEIVED	STATUS
<b>Letters of Intent</b>	SUNO	DSW – Social Work	06.21.2013 04.09.2013 03.13.2013	Questions sent 03.13.13; revised LOI received 04.09.13. Additional questions/issues sent 04.11.13; final LOI rcv'd 06.21.13. CAO input received thru 07.30.13. Under staff review.
	SLU and McNeese	BS – Health Management Systems	07.08.13 09.05.2013	Circulated to CAOs for review. Lol pulled for revision at System request, 07.31.13. 09.05.13 received revised Lol to include McNeese as a partner. 09.06.13 System notified of concerns with Lol; awaiting response.
	UNO	BS – Health Care Management	09.05.2013	09.06.13 System notified of concerns with Lol; awaiting response.
	UNO	MFA – Creative Writing	09.05.2014	09.06.13 circulated to CAOs for review (feedback requested by 09.27.13)
<b>Program Proposals</b>	BRCC	AAS – Computer Science	06.27.2013	Staff review: awaiting further information from the campus; to be presented in Oct BoR mtg.

#### *Draft Proposals, Not Yet Formally Submitted by the System/Campus for BoR Consideration*

<b>Draft Proposals</b>	ULL	MS in Systems Technology	04.17.2013	External consultant submitted report 06.28.13; forwarded to campus with items to be addressed
	NSU	DNP	05.06.2013	Consultant submitted report 08.07.13; forwarded to campus with items to be addressed

## Agenda Item V A

### Post-Baccalaureate and Graduate Certificate Programs

#### Staff Update

Post-baccalaureate certificate programs are increasingly sought by a variety of professionals who wish to enhance their knowledge, skills, and professional credibility without having to devote two or more years to full degree programs. Formal certificate programs are included in an institution's curriculum inventory (CRIN), its list of approved programs. Other certificates relate to specific external certification criteria (e.g., Microsoft certification) without necessarily resulting in an award by the college or university that provides the coursework. These certificate programs tend to range from 12-24 hours, depending on the topic.

#### Post-Baccalaureate Certificate (PBC)

A Post-Baccalaureate Certificate (PBC) offers undergraduate-level, discipline-specific courses for targeted study to pursue an interest, advance one's professional career, or prepare for graduate or professional study. These are usually administered by the academic department or college and are commonly used as a path for alternate teacher certification, for additional licensure and/or endorsements for teachers and educational leaders, or to gain background knowledge in a new field for graduate school admission.

Since PBCs were authorized as a credential in 2010, 91 have been added to the curriculum inventory (CRIN) with the majority (90%) in areas of teacher education certification. Many of these will tend to be small programs but good options to maintain for teachers to earn alternate or additional certification. The utility of PBCs of other areas is beginning to catch on among the universities and in 2012 and 2013 new PBCs have been added to the CRIN in areas such as Occupational Health, Safety and Toxicology (ULM); Business Foundations (Tech), Applied Business (Nicholls), Accounting, and Computer Information Systems (ULM); and Construction Management (LSU). These should begin to produce completers in a year or two. The most productive PBCs, to date, are shown in the table below.

*Top-Producing PBC Programs, 2011-12 Graduates*

PBC Subject	Campus	Approval Date	CIP	Graduates 2011-12
Elementary Education Grades 1-5	McNeese	09/2010	131202	9
	NSU	10/2010		8
	ULL	01/2011		25
Gifted Education	NSU	10/2010	131004	7
School Librarian	NSU	10/2010	131334	28
Secondary Education, Grades 6-12	La Tech	08/2010	131205	9
Special Ed for Secondary, Grades 6-12	ULL	01/2011	131001	14

#### Graduate Certificate (GC)

A Graduate Certificate (GC) is usually offered through the Graduate School to provide a shortened, condensed and focused course of study. GC programs can be designed for any field. (Other graduate certificate options are the Post-Masters Certificate (PMC) and Post-Professional Certificate (PPC), both of which have primarily been used in healthcare fields). Graduate Certificate programs involve post-baccalaureate work which can either stand alone or supplement an existing bachelor's, masters or doctoral degree. Offering GC programs through the Graduate School provides seamless educational continuity; certificate programs can frequently be linked or paired with other requirements in traditional degree programs to decrease the time for students to earn the degree, should they decide to continue graduate study in the field.

Since GCs were authorized as a credential in 2011, 33 have been added to the CRIN. As with the PBCs, the majority (67%) of GCs created so far is in teacher education fields, but new GCs are being added in a wide variety of fields as the possibilities and usefulness as an educational option for students are better understood. La Tech was the first university to embrace the GC concept and, as a result, has the most GCs on the CRIN and the only ones that had produced graduates through 2011-12, as shown in the table below.

*GC Programs with Graduates, 2011-12*

GC Subject	Approval Date	Campus	CIP	Graduates 2011-12
Communications Systems	05/2011	La Tech	141004	24
Dietetics	06/2011		513101	15
Dynamics of Domestic & Family Violence			422802	14
Information Assurance			521201	6
Rural Development			010103	2

Both types of certificate programs have great potential for students to continue their education beyond the bachelor's degree. Both are showing growth in opportunities as universities develop programs beyond teacher certification. For example, so far in 2013, 20 new certificates have been added to the CRIN including 13 in teacher education/certification (e.g., Immersion Education (McNeese); Educational Technology Leadership (Nicholls)) and seven outside of the teacher education/certification category.

*New Certificate Programs\* Approved, To Date, in 2013*

Approval	GC Subject	Certificate	University	CIP
January	Computer Information Systems	PBC	ULM	521201
March	Hazards Policy Studies	GC	UNO	430302
May	Materials Science and Engineering	GC	LSU	141801
June	Business Administration	GC	McNeese	520201
June	Business Foundations	PBC	La Tech	520101
August	Applied Business	PBC	Nicholls	520201
August	Construction Management	PBC	LSU	522001

*\*(Outside of Teacher Education)*

Total Completer numbers have grown from 84 in 2010-11 to 212 in 2011-12. Staff anticipate continued growth in certificate program development and productivity.

**Agenda Item V B**  
**2012-13 Report for ACT 623: Articulation and Transfer**  
**Staff Update**

Act 623 (Senate Bill 104 of the 2012 Regular Session of the Louisiana Legislature), sponsored by Senator Ben Nevers, amended R.S. 17:3164(A)(2)(b), 3167(E), and 3168 relative to postsecondary education and the articulation and transfer of credit. Among the changes was the requirement for an annual report to the Senate and House committees on education, to be submitted not later than 30 September, on the status of statewide articulation and transfer.

The 2013 report follows, for the Board of Regents' information and review. No action is necessary, as this report fulfills an annual requirement.

**Louisiana Board of Regents**  
**2012-13 Report for ACT 623: Articulation and Transfer**  
**September 2013**

**Background**

Act 623 (of the 2012 Regular Session of the Louisiana Legislature), sponsored by Senator Ben Nevers, established modifications to existing postsecondary education articulation and transfer implementation and reporting requirements, altering annual reporting requirements relevant to the articulation and transfer of credits across public colleges and universities with a more defined focus on transfer associate degree programs. It directed that the report address: (1) the number and percentage of students who complete a transfer associate degree program; (2) the number and percentage of students who earn a transfer associate degree and subsequently transfer to a four-year college or university; (3) the number and percentage of transfer students who complete a baccalaureate degree; and (4) a comparison of the academic performance of transfer students and native students, including the number of credits earned, degrees awarded, and time to completion of degree. Those elements are addressed, to the extent possible at this point in implementation, within this report.

**Associate Transfer Degree Programs**

In May 2010 the Louisiana Board of Regents approved the Associate of Arts and Associate of Science Louisiana Transfer (AALT and ASLT, or "LT") degrees to be added to the curriculum inventory of every SACS-accredited two-year and community college for implementation in Fall 2010. Enrollment (declared majors) in the LT degree programs continues to grow as some campuses have chosen to promote the LT as the best option for students aspiring to continue for a bachelor's degree, and to develop more Associate of Applied Science (AAS) degrees for students wanting to enter the workforce immediately. Over three years, graduate numbers in the LT degree program have grown from 7 in 2010-11 to 85 in 2011-12 and 112 in 2012-13. There were 2,357 Louisiana Transfer majors in Fall/2012 and 112 graduates over the 2012-13 academic year.

Louisiana Transfer Degree: Majors and Graduates, 2012-13

	-- AALT --		-- ASLT --	
	Majors, Fall/2012	Graduates, 2012-13	Majors, Fall/2012	Graduates, 2012-13
Baton Rouge CC	171	10	240	5
Bossier Parish CC	57	8	354	2
Delgado CC	188	6	261	10
Fletcher TCC	72	0	0	0
LSU Eunice	41	8	38	12
LA Delta CC	50	5	163	3
Nunez CC	90	8	105	13
River Parishes CC	43	9	98	5
South LA CC	380	3	0	0
SU in Shreveport	2	5	1	0
<b>TOTAL</b>	<b>1,094</b>	<b>62</b>	<b>1,260</b>	<b>50</b>

The Associate of Science in Teaching (Grades 1-5), established in 2007, is also an associate transfer degree preparing the graduate to transfer directly into a university baccalaureate program in teacher



education leading to certification in grades 1-5. Graduates in the AS/Teaching degree had grown from 25 in 2009-10 to 43 in 2010-11 and 59 in 2011-12. There were 1,124 declared majors in Fall/2012 (down from 1,217 the previous fall) and 25 total graduates over the academic year.

Associate of Science in Teaching (Grades 1-5): Majors and Graduates, 2012-13

<b>AS/Teaching, Grades 1-5</b>		
	Majors, Fall/2012	Graduates, 2012-13
Baton Rouge CC	374	1
Bossier Parish CC	149	6
Delgado CC	326	7
LA Delta CC	108	1
Nunez CC	49	6
River Parishes CC	70	4
South LA CC	48	0
<b>TOTAL</b>	<b>1,124</b>	<b>25</b>

The 137 Louisiana Transfer and AS/Teaching (Grades 1-5) degrees accounted for 2.55 percent of the 5,372 total associate degrees awarded by Louisiana’s public postsecondary institutions in 2012-13. Subtracting the 2,098 AAS degrees which are considered more of a terminal, direct-to-the-workforce degree (and were 39% of the associate degrees awarded), one could conclude that 3,274 (61 percent) of the associate degrees awarded in academic year 2012-13 were “transferrable associates.”

Associate Transfer Degrees and University Enrollment

The Louisiana Transfer Degree is designed to be a completely portable degree that graduates may hold until they are ready to continue their education. The degree comes with a structured but flexible curriculum that can be designed to fold directly into an undergraduate major with a guarantee of transfer of all 60 hours, completion of the General Education block, and junior-level standing in the university, and it has been gaining in interest and application among students as implementation progresses. The top university recipients of ASLT graduates, to date, are UNO (13), LSU (6) and SUNO (5); the top universities with AALT graduates are Southeastern (8), UL Lafayette (5), and UL Monroe (4).

LT Grad Year	Degree	LT Graduates	Enrolled in University	Percentage
2010-11	ASLT	6	2	33%
	LT (Total)	7	2	28.6%
2011-12	AALT	38	27	71%
	ASLT	47	29	62%
	LT (Total)	85	56	66%
2012-13	LT (Total)	112	<i>(Data is not yet available.)</i>	

The Associate of Science in Teaching (Grades 1-5) is a more targeted transfer degree that leads to a particular teacher education major. The AS/Teaching has experienced similar success in having its graduates continue to a university though the number of graduates declined in the 2012-13 year.

AS Grad Year	AS/Teaching Graduates	Enrolled in University	Percentage
2010-11	43	34	79%
2011-12	59	41	69%
2012-13	25	<i>(Data is not yet available.)</i>	

The top university recipients of AS/Teaching graduates, to date, are UNO (18), LSU (17), and LaTech and Southeastern, with 12 each.

All associate degrees except the Associate of Applied Science (AAS) are generally considered as transfer degrees in that they contain primarily transferable academic coursework and a portion of the general education core. These would include the Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), Associate of Paralegal Studies (APS), AS Criminal Justice (ASCJ), and AS Nursing (ASN). Data reflecting all non-AAS associate degree graduates who enrolled in a university show a more complete snapshot of the continuing education efforts of students across the state. The table below shows the number of graduates in the 2011-12 academic year (Summer/Fall/Winter/Spring semesters) that had transferred to a university in any semester before Spring/2013. Because associate degrees are college degrees and graduates do not necessarily go directly to the university to continue their education, the numbers will naturally change over time.

2011-12 Graduates with Associate Degrees Who Enrolled in a University

Associate Degree	2011-12 Graduates	Enrolled in University	Percentage
AA	315	65	20.6%
AALT	38	27	71.1%
AD	27	0	0.0%
AGS	1729	344	19.9%
APS	4	1	25.0%
ASCJ or ACJ	27	4	14.8%
ASLT	47	29	61.7%
AS	831	229	27.6%
ASN	728	28	3.8%
AS-T	59	41	69%
TOTAL	3805	768	20.2%

(Note: there is some duplication in the data: when 2-yr institutions award more than one degree to a student in a year, the student is double- or triple-counted as a graduate and as a transfer student.)

The data suggest that the designated transfer degrees are being used as they were envisioned.

#### Transfer Students and the Baccalaureate Degree

As part of the annual GRAD Act report, institutions report on the performance objective dealing with articulation and transfer by reporting on the number of baccalaureate completers (graduates) in a given year that initially began at that institution as transfer students, i.e., by examining data on the graduating class and identifying those whose admission status was 'transfer.' The GRAD Act report includes three numbers of baccalaureate completers that began as transfer students: the total number of graduates who began as transfer students; the number that transferred with an associate degree; and the number with a Louisiana Transfer degree (AALT, ASLT). So far there have been no graduates who transferred into the university with the LT degree. Using the self-reported data and the total number of bachelor's level graduates, one can determine the number and percentage of baccalaureate graduates who began as transfer students, as reflected in the table below. The table illustrates that most students who transfer into a baccalaureate program do so before earning the associate degree

Baccalaureate Completers that Began as Transfer Students

Institution	Baccalaureate Completers, 2011-12			% Graduates (Bachelor's) who were Transfer Stu
	Began as Transfer	Transfer with Associate	TOTAL Baccalaureate	
Grambling	228	8	686	33.2%
La Tech	298	51	1,231	24.2%
LSU	935	24	4,600	20.3%
LSU Alexandria	68	5	180	37.8%
LSU Shreveport	311	35	517	60.2%
McNeese	325	30	1,105	29.4%
Nicholls	252	24	910	27.7%
Northwestern	443	64	1,084	40.9%
Southeastern	589	41	1,966	30.0%
Southern BR	232	0	798	29.1%
SUNO	185	4	304	60.9%
UL, Lafayette	609	25	2,296	26.5%
UL, Monroe	368	49	1,116	33.0%
UNO	823	32	1,405	58.6%
AGGREGATE	5,666	392	18,198	31.1%

Using the data reported in student profile (fall and spring semesters) and annual completer reports, and working backward from the date of graduation, the Board of Regents is able to parse data related to time to degree for 'native' and 'transfer' students completing a baccalaureate degrees. In the table below, 'Began as Freshmen' graduates are 'native students' who first enrolled at the university as freshmen with a full-time schedule (carrying at least 12 hours). 'Began as Transfer' graduates are those who first enrolled at the university, with a full-time schedule, after having been enrolled at another institution, regardless of the number of hours earned prior to transfer, e.g., 0-100+. (Data on number of credits earned by students/graduates is not available.) As would be expected, transfer students average less time at the degree-granting institution than those who began as entering freshmen.

Average Enrollment Time to Degree (Years) –2012-13 Graduates: Full-Time Students

University	Began as Freshmen	Began as Transfer	FT Student (All)
Grambling	5.2	3.6	4.8
LA Tech	4.5	3.2	4.2
LSU	4.5	3.4	4.3
LSUA	5.9	4.6	5.2
LSUS	5.6	3.8	4.6
McNeese	5.8	4.4	5.4
Nicholls	5.6	4.6	5.3
Northwestern	5.1	4.0	4.7
Southeastern	5.5	3.9	5.0
Southern BR	6.0	5.0	5.6
SUNO	7.2	3.9	4.8
UL Lafayette	5.4	3.8	4.9
UL Monroe	5.5	3.6	4.9
UNO	5.8	3.6	4.5
AGGREGATE	5.1	3.8	4.7

Also as expected, graduates who began as part-time (<12 hours/semester) students took about one year longer to graduate, as a whole. (Freshman or 'native' students who began, and presumably continued, as part-time students took three years longer, as a group, than those who began as full-time students.) Likewise, students who enrolled in at least 15 hours per semester at the university graduated one to two semesters (.5-1.1 years) sooner than those who started with 12 or fewer hours.

Average Time to Degree (Years) –2012-13 Graduates: by 1<sup>st</sup> Semester Enrollment Status

1 <sup>st</sup> Semester Enrollment Status	Began as Freshmen	Began as Transfer	All Students (in Category)
Part Time (<12 Hrs)	8.1	5.1	5.7
12+ Hours (F/T)	5.8	4.2	5.1
15+ Hours (F/T)	4.9	3.5	4.6
Full Time (All)	5.1	3.8	4.7

### **Summary**

Across the state there is a growing interest in the Louisiana Transfer degree as a tool to prepare for transferring from a two-year college to a university and continuing work toward a bachelor's degree. The Associate of Science in Teaching (Grades 1-5) provides similar course transfer guarantees for teacher education. In the coming year, the *Brightstart* statewide workgroup will complete a second teacher education transfer associate program, this one in *Birth to Kindergarten*. The Board of Regents and postsecondary education community will continue to work to promote student success and to improve articulation and increase transfer student success statewide. While progress has been made, the efforts must continue until students can successfully and seamlessly transfer between and among postsecondary institutions and strengthen degree completion rates.