

Blake R. David
Chair

T. Jay Seale III
Vice Chair

Sonia A. Pérez
Secretary

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



Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
Gary N. Solomon, Jr.
Terrie P. Sterling
Collis B. Temple III
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

BOARD OF REGENTS

P. O. Box 3677

Baton Rouge, LA 70821-3677

Phone (225) 342-4253, FAX (225) 342-9318

www.regents.la.gov

AGENDA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, June 16, 2021

11:15 a.m.

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. MA Teaching Degree Consolidation – Southeastern Louisiana University
 - B. Progress Reports
 - C. Routine Staff Approvals
- IV. Academic Programs
 - A. Program Proposals
 1. UC Diversity & Inclusion – McNeese State University
 2. UC Geographic Information Systems – UL Lafayette
 3. BFA Production & Design – Northwestern State University
 4. BS Computer Science – LSU Alexandria
 5. BS Nursing – Southern University New Orleans
 6. GC Population Health – UL Lafayette
 7. MS Medical Sciences – LSU Health Sciences Center Shreveport
 8. PhD Criminology & Justice Administration – Grambling State University
- V. Classroom Teacher Enrollment Program (CTEP) Policy Update
- VI. Admissions Audit Follow-Up to Fall 2018
- VII. Other Business

VIII. Adjournment

Committee Members: Phillip May, Jr., Chair; Gary Solomon, Jr., Vice Chair; Stephanie Finley; Wilbert Pryor; Terrie Sterling; Collis Temple III; Chandler Vidrine (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Susannah Craig, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Consolidation of Master of Arts in Teaching Programs Southeastern Louisiana University

Staff Summary

Southeastern Louisiana University (SLU) requests Board of Regents' approval to consolidate the Master of Arts in Teaching (MAT) Special Education Early Intervention: Birth-K (CIP 13.1015) and the MAT Elementary Education, grades 1-5 (CIP 13.1202) into a single MAT (CIP 13.1206). The institution submitted the request to Regents in June 2021.

The Louisiana Board of Elementary and Secondary Education (BESE) authorizes the teacher certification programs offered by postsecondary institutions. At its April meeting, BESE approved SLU's request to offer sixteen additional certification areas at the master's level. SLU's Dean of the College of Education met with Regents staff and determined that consolidating all teacher certifications under one MAT would minimize confusion for students, improve administrative efficiency for the teacher certification program, and allow flexibility in the curriculum as teacher certification program offerings change over time. The consolidation would result in all master's level teacher certifications falling under one MAT degree program.

STAFF RECOMMENDATION

Senior Staff recommends approval of the consolidation of the Master of Arts in Teaching (MAT) Special Education Early Intervention: Birth-K (CIP 13.1015) and the MAT Elementary Education, grades 1-5 (CIP 13.1202) into a single MAT (CIP 13.1206).

AGENDA ITEM III.B.
PROGRESS REPORTS for CONDITIONALLY APPROVED
ACADEMIC PROGRAMS

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. This is determined by information on enrollment, completion, accreditation, and other related factors. Progress report due dates have historically spanned the calendar year. Staff are working to revise these due dates to be either in July or October to better coordinate with academic year data availability including fall enrollment and spring graduation numbers. In some cases, a period longer than a year is recommended before the next progress report due date to allow for full implementation of the program or any significant programmatic changes that will affect outcomes in the following year. Programs below that are shaded have met standards to be removed from regular reporting.

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
LCTCS			
March 2014	River Parishes Community College CAS Medical Coding Specialist CIP 51.0707 Implemented Fall 2015.	The program currently averages 6 graduates per year for the past 3 years but expects to graduate 14 students this year. Current enrollment is 64. The institution is currently exploring a cohort model to increase retention and completion. RPCC hired a program coordinator earlier this year who meets the qualification requirements and will assist with the process of applying for the American Health Information Management Association’s Academic Professional Certificate Approval Program status, which is the industry’s accreditation equivalent. The program recently incorporated industry standard virtual practice labs to ensure student readiness for employment.	Receive and accept the report. A subsequent report is due 10.1.22.
LSU			
Dec. 2016	LSU Alexandria BS Health Professions CIP 51.9999 Implemented Fall 2017.	The program currently has 55 students enrolled and anticipates 8 graduates this year. All graduates are either employed or have continued with additional education in business. Accreditation of the cardiovascular technology concentration has been delayed by one year until 2022 while LSU-A works to fill the program coordinator position. The addition of 2 new clinical sites was delayed due to COVID but plans are in place to continue that process this year.	Receive and accept the report. A subsequent report is due 10.1.22.
Dec. 2018	LSU Alexandria BS Kinesiology CIP 31.0505 Implemented Spring 2019.	The program’s enrollment has increased from 32 last year to 67 this year and LSU-A anticipates its first 5 graduates next year. The institution has had great success in recruiting new students to the program rather than just primarily from the previous concentration in the Bachelor of General Studies as anticipated. The institution intends to hire a third full time faculty member for the upcoming academic year and will seek accreditation for the program’s health and physical education concentration.	Receive and accept the report. A subsequent report is due 10.1.22.

April 2013	LSU Alexandria BS Long Term Care Administration CIP 51.0718 Implemented Fall 2013.	LSU-A reported that changing the program name and marketing the online version through LSU Online has increased enrollment, which grew from 30 in 2018/19 to 41 this year. The program graduated 8 students last year and anticipates 10 this year. All graduates from this past year are currently employed in the field and are preparing for the National Association of Board's Certification Examination to become certified long term care administrators. The submission of the self-study for accreditation was delayed until Spring 2021 due to COVID.	Receive and accept the report. A subsequent report is due 10.1.22.
August 2012	LSU Alexandria BS Medical Laboratory Science CIP 51.1005 Implemented Spring 2013.	The 100% online program did see an increase in enrollment and completers following achievement of national program accreditation in October 2018 with 22 students enrolled for 2018-19 and 6 graduates. The university projected even higher enrollment and completer numbers for 19-20 as more students learned of the program's national accreditation and more aggressive promotion and recruitment by the university and LSU Online.	Receive and accept the report. A subsequent report is due 10.1.22.
June 2015	LSU A&M GC Applied Depositional Geosystems CIP 40.0603 Implemented Fall 2015.	The program has not grown since implementation and currently averages 2 completers per year over the past 3 years. The department indicated a current lack of adequate faculty. The institution has requested additional time to monitor recovery of the oil industry and address program and department issues.	Receive and accept the report. A subsequent report demonstrating significant increases in enrollment and completion is due 7.1.23 or the program will be terminated.
Jan. 2018	LSU A&M GC Archival Studies CIP 25.0103 Implemented Fall 2018.	The program has grown rapidly since implementation with 35 graduates in its first 2 years and 53 students currently enrolled. The 100% online program was well prepared for the onset of the COVID 19 pandemic, though hiring of graduates in the field has temporarily slowed. The program has partnered with LSU's College of Art and Design's Doctor of Design in Cultural Preservation, which has increased interest in the program.	Receive and accept the report. No further reporting required.
June 2015	LSU A&M GC Strategic Communication CIP 09.0999 Implemented Fall 2015.	The program currently has a 3-year average graduation rate of 6 students per year and anticipates 9 graduates this year. The program has not tracked outcomes for graduates up to this point but has implemented a process for doing so going forward. The department's plans to offer the program 100% online have been expedited due to the pandemic but the institution does not anticipate full online availability until at least Fall 2022.	Receive and accept the report. A subsequent report is due 10.1.22.
June 2018	LSU A&M PhD Geography PhD Anthropology CIP 45.0701 CIP 45.0201 Implemented Fall 2019.	LSU's PhD Geography and Anthropology was split into separate programs in Fall 2019 and the change has not yet been fully implemented with 24 students still enrolled in the joint program who are not expected to switch. The 2 newly separated programs have 9 students enrolled in each. Anthropology has hired one additional full-time faculty member.	Receive and accept the report. A subsequent report is due 10.1.22.

Southern			
Sept. 2012	Southern A&M BS Math & Physics, and MS Math & Physics CIP 27.0199 Implemented Fall 2012.	<p>While the institution continues to struggle with both student and faculty recruitment and retention, the institution is committed to the success of both programs and has taken steps in recent years to facilitate student success and program growth. Several adjunct faculty positions have been replaced with full time tenure-track faculty, and additional full-time faculty lines have been funded. The physics program has invested in new equipment including an electrostatic generator that will be used for recruitment demonstrations at local high schools. The BS currently averages 6 graduates per year and the MS averages 2 per year.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.22.</p>
Sept. 2017	Southern A&M GC Supply Chain Management CIP 52.0203 Implemented Fall 2018.	<p>The program has no reported graduates yet. Several students completing courses required for the program, specifically those in the institution's MBA program, have secured supply chain management positions throughout the state. The institution is currently in the process of hiring two additional supply chain management faculty. Program faculty are working with industry and within the College of Business to recruit students and facilitate completion of the program.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.22.</p>
April 2016	Southern A&M MAT Elementary Education (Grades 1-5) CIP 13.1202 Implemented Fall 2016.	<p>The program graduated 8 students in AY 18/19. The program did not admit a cohort for AY 19/20 while it adjusted the program structure due to new Department of Education requirements related to student residencies for alternate teacher certification. The program expects 6 graduates this year. Praxis exam help sessions have been implemented as part of program recruitment efforts to help prospective students meet admissions requirements.</p>	<p>Receive and accept the report. A subsequent report is due 10.1.22.</p>
Aug. 2017	Southern University New Orleans BS Educational Studies CIP 13.0101 Implemented Fall 2017.	<p>In its first 3 years since approval, the program has achieved an average graduation rate of 18 per year. Of the program graduates who have reported their next steps, 4 have gone on to graduate school, 5 are working at Head Start for Orleans Parish, and 25 have become teachers. The institution is currently seeking an early childhood program provider to operate the University's Head Start/Early Childhood Center, which will provide field experience for students. The program continues to adjust the curriculum to better prepare graduates for the teacher certification process.</p>	<p>Receive and accept the report. No further reporting required.</p>
Feb. 2015	Southern University Shreveport AAS Polysomnographic Technology CIP 51.0917 Not yet implemented.	<p>The program has not been implemented due to issues related to accreditor approval. The first cohort of students was planned for fall 2019 but was again delayed.</p>	<p>Receive and accept the report. A subsequent report demonstrating appropriate accreditor approval and full program implementation is due 7.1.22 or program will be terminated.</p>

April 2017	Southern University Shreveport AS Computer Science CIP 11.0701 Implemented Fall 2017.	The program currently has approximately 35 students enrolled with a current 3-year average graduation rate of 4 per year. Recent graduates have transferred to 4-year programs at LSU Shreveport, Grambling State University, and Southern University in Baton Rouge and the institution continues efforts to build 2+2 agreements with institutions in the region. The program has implemented a hybrid model to better accommodate adult students and other students with obligations preventing daily attendance on campus. Recently awarded external grants from the NSF and Louisiana Economic Board will be used to enhance math preparation opportunities for students and to build an enhanced computer science program. SUSLA plans to begin the process of seeking ABET accreditation in the next year.	Receive and accept the report. A subsequent report is due 10.1.22.
ULS			
Dec. 2018	Grambling State U. BS Cybersecurity CIP 11.1003 Implemented Fall 2019.	Current enrollment is 61. The program expects its first graduate this year and 5 next year. Faculty are currently implementing processes to ensure they are able to meet Accreditation Board for Engineering and Technology (ABET) requirements. Grambling anticipates completing the self-study process through the 2021/22 academic year with an ABET site visit in fall 2023. The program hired an additional full-time faculty member in spring 2020 and are in the process of adding adjunct faculty as needed. The institution has secured nearly \$2 million in external funding to support the program.	Receive and accept the report. A subsequent report is due 10.1.22.
Dec. 2015	Northwestern State U. AS Engineering Technology CIP 15.0000 Implemented Fall 2016.	The program was designed to meet industry need temporarily until Northwestern's local community college partner CLTCC attains SACSCOC accreditation and can offer the degree. Northwestern has worked on developing retention and completion plans with industry and has increased graduates from 2 in 2018 to 8 in 2020 with 9 graduates expected this year.	Receive and accept the report. A subsequent report is due 10.1.22.
Aug. 2012	UL Lafayette MS Criminal Justice CIP 43.0104 Implemented Fall 2013.	The program has struggled to enroll and graduate enough students to meet the required minimum average of 6 graduates per year, which prompted Regents staff to require a multi-year improvement plan in 2018. The current progress report demonstrates an increase in enrollment from 8 in 2017 to 13 this year and expects 5 graduates this year. An update on the improvement plan included filling several faculty vacancies, adjusting the curriculum to support better retention, and securing dedicated graduate student space. Staff will continue to closely monitor growth in enrollment and completion.	Receive and accept the report. A subsequent report is due 10.1.22.

<p>March 2013</p>	<p>University of New Orleans GC Disaster Management & Community Resilience CIP 43.0302 Implemented Fall 2013. Program name change approved January 2019.</p>	<p>The program did not graduate any students until 2018 when the name of the program was changed to better reflect program content. The program has graduated 2 students in each of the past 2 years with 3 projected this year. UNO has not been able to successfully recruit students from outside the institution and has had limited interested from current students in related programs.</p>	<p>Receive and accept the report. A subsequent report demonstrating significant increases in enrollment and completion is due 7.1.23 or the program will be terminated.</p>
-----------------------	--	--	---

AGENDA ITEM III.C.

Routine Academic Requests & Staff Approvals

Institution	Request
McNeese State University	Request to offer the Post Baccalaureate Certificate in Special Ed. Mild/Moderate for Elementary Education Grades 1-5 (CIP 13.1001). Approved.
UL Lafayette	Request to change the following academic unit names to better reflect current industry terminology and the scope of programs offered: <ul style="list-style-type: none"> • Change the College of Nursing & Allied Health Professions to the College of Nursing & Health Sciences. • Change the Department of Allied Health to the Department of Health Sciences. • Change the Department of Nursing to the School of Nursing. Approved.
LSU Alexandria	Request to change the name of the BA World Religions to the BA World Studies to better reflect program content and discipline terminology. Approved.
LSU A&M	Request to change the CIP code for the Graduate Certificate in Strategic Communication from CIP 09.0999: Public Relations, Advertising, and Applied Communication, Other to CIP 09.0909: Communication Management and Strategic Communications to better reflect the program’s content and focus. Approved.
LSU Eunice	Request to consolidate the Division of Liberal Arts and the Division of Sciences & Mathematics into a single unit named the Division of Arts & Sciences. The merger will reduce overall administrative costs by approximately \$54,000 per year. Approved.
Southeastern Louisiana University	Request to change the name of the BS Family & Consumer Sciences to the BS Human Sciences to better reflect degree content and current terminology in the discipline. Approved.
SOWELA	Change the name of the Industrial & Process Technology Center for Workforce Excellence to the Industrial, Process, & Liquefied Natural Gas Technology Center for Workforce Excellence. Approved.
Northshore Technical Community College	Request from NTCC to offer the AAS in Information Systems Technology. Programs are eligible for staff approval per Board action August 2019 for “very similar LCTCS Cloud Computing programs across the system” based on system-wide collaboration with Amazon Web Services and plan to implement these programs on all campuses. Approved.

AGENDA ITEM IV.A.1-2.

Proposed Undergraduate Certificates (2) University of Louisiana at Lafayette and McNeese State University

Background Information

In February 2019, the Board of Regents approved the addition of a new upper-level Undergraduate Certificate (UC) in Academic Affairs Policy 2.15, *Definitions of Undergraduate Degrees & Undergraduate/Graduate Certificates*. Designed as a focused, incremental, stackable credential, the UC can be linked to an existing degree program major as an additional focus area (concentration or minor), or it can be a stand-alone area of specialization to augment a student's educational background and/or to meet industry demand for higher level training. The certificate is comprised of at least 18 credits, of which at least half must be at the upper level.

The following undergraduate certificates are comprised of existing courses already offered by the institution, and will require no additional resources including faculty, facilities, and supplies that support the program, such as technology or library resources. All proposed programs were approved by each institution's respective management board and submitted to the Regents for consideration.

Staff Summary

Per Regents' policy, these programs each meet the criteria of a Quality Credential of Value.

University of Louisiana at Lafayette

- **UC Geographic Information Systems**: The proposed undergraduate certificate will teach students about mapping technologies to prepare them for a future career in Geographic Information Systems (GIS) and Geographic Information Systems Professional (GISP) certification. The UC will be based upon theory and methodologies behind mapping technologies and spatial thinking. Students will gain the necessary skills to use GIS for basic database management and analysis; data visualization of vector data and raster data; and analyze spatial relations. The certificate consists of 18 credit hours of Geography and Environmental Science courses regularly offered through the institution. The certificate will potentially appeal to students conducting research in a wide variety of disciplines such as Environmental Science, Geography, Sociology, Biology and Computer Science. It will also benefit working professionals who want to gain GIS skills to better their current careers. Students with GIS skills can enter positions as a GIS Technician, Analyst, Cartographer, Imagery Analyst, Surveyor and GIS Development and Web/Database Design. According to the NACE 2020 Job Outlook Report, 65.7% of employers want their employees to have technical skills. The fields that regularly use GIS as a tool are estimated to have an 11% 10-year growth in Louisiana. The only other public institution currently offering an UC in GIS is Louisiana Tech University. Louisiana State University A&M and the University of New Orleans both offer graduate certificates in GIS. The need for GIS skills and certifications is growing quickly as industry needs have shifted. The institution anticipates 7 students enrolling in the first year increasing to 19 by year five. Courses for the program will be offered on campus with the goal of offering them online in the future.

McNeese State University

- **UC Diversity and Inclusion**: The proposed undergraduate certificate is an interdisciplinary program that will be offered through the College of Business and College of Liberal Arts. It is designed to be a "value add" to existing degree programs. The curriculum will provide students with an understanding of core issues affecting the experience of women and minorities in history and current society. The 18 credit hour curriculum includes courses in Diversity & Intercultural Communication, American Women's History, African American History, The Modern Civil Rights Movement, Managing the Diverse Workplace and Social Stratification. A diversity certificate can provide companies with

engaged leadership that will understand and promulgate the ability to create a culturally competent work environment. The Southwest Louisiana Chamber of Commerce has expressed strong interest in supporting the institution and has plans for their leadership to be in the first cohort of students. Local business and industry have also expressed interest in seeking proactive training for their employees. Glassdoor Economic Research indicated a 30% increase in diversity officer positions in 2020 and predict that it will be in the top five job trends into the foreseeable future. There are no other public institutions in the state with an undergraduate certificate in Diversity and Inclusion. Students may take all courses in the curriculum either on campus or online. The institution is expecting to enroll an initial cohort of 5 students and anticipates annual 50% growth after full implementation.

Staff Analysis

Undergraduate certificates were designed to leverage institutional resources into shorter, specifically targeted credentials consisting primarily of upper-level undergraduate course work. Since the February 2019 approval of UCs, the Board has approved 29 programs that are currently being implemented. Approval of the proposals as presented will bring the state's inventory to 31. Given that the UC is a relatively new credential in Louisiana, it is difficult to assess the long-term potential of these programs before full implementation. Staff support the innovative approach many institutions are taking with these programs in areas that support student and industry needs. Regular progress reports are required for all new undergraduate certificates; staff will closely monitor program progress and value for the statewide inventory of these programs. An annual report will be presented to the board with this information.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the following Undergraduate Certificates with progress reports due October 1, 2022:

University of Louisiana at Lafayette

- **UC Geographic Information Systems**

McNeese State University

- **UC Diversity & Inclusion**

AGENDA ITEM IV.A.3.

Proposed Bachelor of Fine Arts in Production and Design Northwestern State University

Background Information

Northwestern State University (NSU) has requested Board of Regents' approval to establish a Bachelor of Fine Arts (BFA) in Production and Design. Because the proposed program is a conversion of an existing concentration and does not require any additional resources, the Letter of Intent (LoI) was waived per Regents' authorization for staff waivers in August 2019.

Staff Summary

NSU's request is to transition the Bachelor of Science (BS) in Theatre – Design and Technology Concentration into a BFA in Production and Design. NSU's Department of Theatre and Dance has a rich and well-respected history. The Department specializes in undergraduate training with a BFA in Dance and a BS in Theatre with concentrations in Acting & Directing, Musical Theatre, and Design & Technology. The BS in Theatre has a current enrollment of 100 students and completes, on average, 25 students annually. The requested proposal comes at the suggestion of the National Association of Schools of Theatre (NAST) and because a BFA has become the industry standard.

The purpose of a BFA in Production and Design is to prepare students for a professional career in technical theatre. The overall goal is to produce well-rounded students who will be able to enter any area of the technical theatre profession: lighting, sound, costumes, scenic, technical direction, and stage management. By transitioning the existing BS in Theatre to a BFA, students will have more areas of focus from which to select. Currently, the design & technology concentration of the BS in Theatre is geared more toward the scenic technicians, which is less desirable for students interested in the vastly different areas of costumes, hair and makeup, lighting, sound, and stage management. The proposed BFA will be more attractive to prospective students as they will get more choice in their curriculum and be better prepared for professional theatre and related industries that need their skills.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** Currently, no postsecondary public institution in Louisiana offers a BFA in Production and Design. Tulane University currently offers a BFA in Design. Louisiana loses students to several surrounding states that offer a BFA Theatre in Design and Technology such as the University of Southern Mississippi, Texas State, Sam Houston State and University of Mississippi.
 - b. **Workforce Demand and Job Opportunities:** NSU's proposed program will provide specialized coursework and professional training to improve job opportunities for Louisiana students as well as students in neighboring states. The arts and entertainment industry needs employees with production and design skills. Graduates may go directly into the workforce in a variety of fields, from film costume designer to recording engineer to stage manager. Graduates will also be well prepared to go on to graduate study and continue their education at the master's level in related fields. Through the tax credit program, Louisiana's motion picture industry has benefitted from long term commitments that employ people for longer periods and create recurring revenue streams within the state.
 - c. **Student Enrollment and Completion:** Enrollment projections are based on student surveys as well as 2+2 partnerships already in place. NSU currently has agreements in place with Bossier Parish Community College and Alvin Community College (TX) and is in the process of finalizing an agreement with Paris Community College (TX). Many current students would be able to start

graduating with this degree as soon as it is offered, since many have already completed most of the proposed courses. Because of the 2+2 partnerships in place with community and technical colleges, the institution included transfer students in their enrollment projections.

	Year 1	Year 2	Year 3	Year 4	Year 5
TOTAL Program Enrollment	30	37	45	55	62
Program Graduates	8	8	8	13	14

2. **Resources:** The proposed program will require no additional resources during the first two years of the program. The institution does indicate that as enrollment grows there will be a need for 2 additional faculty members to assist with instruction and advising.

	Current	Needed	Additional Costs
Faculty	No new faculty needed during the first two years of the program as current faculty will teach courses and assist with advising.	As enrollment grows, the institution projects the need for 2 additional full-time faculty.	\$76,598 per faculty per year
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and related resources are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	Existing student services will adequately support the program.	No additional resource needs projected.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Affordability:** NSU has been and continues to grow their 2+2 agreements with 2-year programs and as a result is seeing increased numbers of transfer students requiring less time to complete their degrees.
- **Partnerships:** The program currently has strong partnerships with a selection of employers that frequently hire its students for summer work or following graduation: Cedar Point Amusement Park, Thingamajig Theatre Company, Florida Repertory Theatre, Missoula Children's Theatre, Utah and Shakespeare Festival, to name a few.
- **Work-based learning:** Several summer theatre companies have provided internships and apprenticeships for NSU theatre students after their first or second year including: Des Moines Metro Opera and Endstation Theatre Company. Other students stay in Natchitoches to work on summer dinner theatre productions or kid's theatre camp productions.

Staff Analysis

NSU has developed a program that leverages existing resources, including faculty expertise, builds on a strong concentration and addresses a growing field both regionally and nationally. The overall goal of the proposed program is to produce well-rounded students who will be able to enter any area of the Technical Theatre profession.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed Bachelor of Fine Arts in Production and Design (CIP 50.0501) at Northwestern State University with a progress report due July 1, 2023.

AGENDA ITEM IV.A.4.

Proposed Bachelor of Science in Computer Science Louisiana State University of Alexandria

Background Information

Louisiana State University of Alexandria (LSU-A) has requested Board of Regents' approval to establish a Bachelor of Science (BS) in Computer Science. The Letter of Intent was reviewed by Chief Academic Officers (CAOs) around the state in late 2019. The institution was asked to address adequacy of faculty, the timeline, and costs for attaining Accreditation Board for Engineering and Technology (ABET) accreditation, and how the program meets the needs of local employers. All issues were addressed in the final proposal, which was submitted to the Regents for consideration in April 2021.

Staff Summary

The proposed program was developed to meet growing employer demand for technology professionals and to broaden 4-year STEM degree offerings in the Alexandria region. The institution aims to expand its degree offerings to foster regional economic growth by encouraging students from the region to stay in the region after graduation. Graduates from LSU-A's recently implemented BS in Chemistry are working nearby as chemists in industry or as high school chemistry teachers. The institution has partnered with Ingalls Information Security to build computer science and cyber security related programs and research at the institution; LSU-A was recently awarded a Cybersecurity Education Management Council (CEMC) grant to purchase equipment and furnish an additional computer lab on campus.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** There are currently ten BS Computer Science programs at public institutions in Louisiana. The total number of graduates from all programs has more than doubled in the past five years from 221 graduates in 2015/16 to 465 graduates in 2019/20. Given the high student demand for computer science programs and high employer demand for graduates, no CAOs objected to the addition of the proposed program at LSU-A.
 - b. **Workforce Demand and Job Opportunities:** The proposal included letters of support for the program including an expressed interest in hiring future graduates from regional employers including Rapides Regional Medical Center, Turner Teleco, and Red River Bank. The Louisiana Workforce Commission identifies computer science professions as five-star jobs. With the growth of business and industry in the region, graduates from the program are expected to help meet local workforce needs.
 - U.S. Department of Labor Bureau of Labor Statistics (BLS): Projections indicate that software developer and information security analyst will be two of the fastest growing occupations 2019-2029 with 22% projected job growth for the former and 31% for the latter.
 - c. **Student Enrollment and Completion:** The existing concentration in computer science under the BS Mathematics degree had 20 students enrolled this spring. Enrollment in the proposed program is expected to rapidly increase as a standalone degree with a more robust, computer science-focused curriculum. The program will be offered 100% online, which is also expected to lead to stronger enrollment.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Program Enrollment	20	14	21	38	55
TOTAL Program Enrollment	20	30	45	68	100
Program Graduates	0	0	6	10	14

2. **Resources:** LSU-A was recently awarded a \$58,364 Cybersecurity Education Management Council (CEMC) grant, which the institution will use to acquire computers and technology that will support the

proposed BS Computer Science and the development of future cybersecurity certificate program. At the recommendation of U.S. Department of Defense (DOD) officials, LSU-A recently collaborated with Ingalls Information Security and applied for a DOD \$978,000 2-year grant to develop a Cyber Innovation Center on campus. Major expenses for program implementation include three additional full-time faculty, administrative support through LSU Online, and ABET accreditation.

	Current	Needed	Additional Costs
Faculty	Three full time faculty and two part time faculty were in place in 2019 when the letter of intent was submitted.	One additional full time computer science faculty member was hired last year, and one additional faculty member will be hired in each of the next two years for a total of three new faculty to support the program.	Yr. 1: \$71,500 Yr. 2: \$152,550 Yr. 3+: \$233,550
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and related resources are adequate to implement the program.	No additional resource needs projected. External grant funding will be sought as technology or facility needs arise in the future.	\$0
Accreditation	N/A	ABET accreditation will require initial costs in Yr. 2-3, then an annual membership fee after.	Yr. 2: \$1,010 Yr. 3: \$13,140 Yr. 4+: \$700
Student Support & Administration	Existing non-academic student services will adequately support the program. The program chair will have administrative responsibility for the program.	Costs for administrative support through LSU Online will grow with program size.	Yr. 1: \$39,000 Yr. 2: \$59,000 Yr. 3: \$89,000 Yr. 4: \$134,000

- 3. Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- Accessibility: The proposed program will be available 100% online.
 - Affordability: LSU-A is committed as an institution to the use of online educational resources (OER) whenever possible to reduce costs for students.
 - Diversity: The growing number of students pursuing computer science and related degrees is reducing access and creating barriers for underserved populations including minorities and first-generation students as well as widening the gender gap in the field. The addition of the proposed program will increase these opportunities for these populations in central Louisiana.
 - Work-based learning: LSU-A continues to build partnerships with area businesses, especially technology companies, to provide practical learning experiences for students.

Staff Analysis

LSU-A has indicated a strong focus on improving the economic well being of the region by broadening its degree offerings in high demand fields that will encourage students from the area to stay in the region after completing their degree. The proposed program will serve that goal by broadening STEM offerings in the region in a high demand field. After the Letter of Intent was approved, the institution added another full-time faculty line to the budget and the first of three total hires was made in spring 2020. Student and industry support for the program suggest enrollment projections are realistic, and the online format of the degree will ensure access for a broad range of students from throughout the region and beyond.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed BS in Computer Science (CIP 11.0701) at Louisiana State University of Alexandria with a progress report due October 1, 2022.

AGENDA ITEM IV.A.5.

Proposed Bachelor of Science in Nursing Southern University at New Orleans

Background Information

Southern University at New Orleans (SUNO) has requested Board of Regents' approval to establish a Bachelor of Science in Nursing (BSN). The Letter of Intent was approved by Regents at the April meeting. Based on feedback from Regents staff and from the statewide Chief Academic Officer (CAO) review, SUNO was required to address faculty recruitment, clinical positions for students, and accreditation in the full proposal. The institution submitted the full proposal shortly after the Letter of Intent was approved in April. In order to meet Louisiana State Board of Nursing timeline requirements to enroll the first class of students for Fall 2022, the institution requested expedited consideration of the full proposal.

Staff Summary

Louisiana and the nation are facing a significant shortage of nurses, which is expected to continue well into the future. SUNO's proposed program aims to address the shortage of nurses specifically in the African American communities of New Orleans and the surrounding area. The proposed BSN was designed to meet all Louisiana State Board of Nursing (LSBN) requirements and the recently updated American Association of Colleges of Nursing (AACN) "Essentials of Baccalaureate Education for Professional Nursing" that are required by the Council of Collegiate Nursing Education (CCNE) for nursing program accreditation.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** Throughout Louisiana, 17 public and private institutions offer the BSN, five of which are in New Orleans. Existing programs in the state are unable to meet workforce demand due to various resource constraints including adequate classroom and training space, clinical opportunities for students, and adequate faculty due to limits on pool of available faculty and below-market salaries. According to the LSBN, 663 qualified applicants to BSN programs in Louisiana were denied admission due to lack of capacity at the state's institutions indicating the clear need for additional BSN programs and resources to support those programs in the state.
 - b. **Workforce Demand and Job Opportunities:** The statewide shortage of nurses is expected to continue to increase as the state's population ages and nurses retire and the capacity for training new nurses is insufficient to meet the demand. Additionally, the diversity of the nursing workforce does not match the state's population. Currently, Louisiana's African American community makes up 32.8% of the state's population, but only 17% of the state's nursing workforce. The COVID 19 pandemic highlighted the importance of culturally competent care while patients were isolated from their families and communities. SUNO's role in the state as an HBCU committed to its local New Orleans communities positions the proposed program to close equity gaps in healthcare.
 - US Department of Labor Bureau of Labor Statistics (BLS): Projected growth for positions in nursing is 12% through 2028.
 - Louisiana Workforce Commission (LWC): Nursing is identified as a 5-star job in Louisiana. By 2026, annual growth of available registered nurses (RN) is projected to be 610 per year to fill more than 3,000 job openings.
 - Louisiana State Board of Nursing (LSBN): A 2020 report indicated that the number of new RNs do not meet the estimated demand and in light of the COVID 19 pandemic the shortage will exponentially increase. A recommendation of the report is to increase the capacity of nursing programs to meet the demand.
 - c. **Student Enrollment and Completion:** Given the high demand for admission to a BSN program in Louisiana, the institution does not anticipate problems meeting full capacity with program

implementation. The program will be implemented to accommodate 30 students per year for the first three years with the goal to increase capacity to 50 by year five.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Prog. Enrollment	30	30	30	40	50
TOTAL Prog. Enrollment	30	60	90	130	150
Prog. Graduates	30	30	30	30	40

2. **Resources:** Institutional resources have been prioritized and committed to the development and implementation of the proposed program. Faculty recruitment will begin according to LSBN requirements upon approval of the proposal by the Board of Regents and LSBN; salaries are budgeted above average for the state to aid in recruitment and retention. The program will require an initial investment in equipment and supplies primarily to support simulation labs for students that will supplement clinical experience requirements. The institution plans to build a replacement for the “Old and New Science Buildings” lost during Katrina starting in 2026, which will include space to accommodate longer term BSN program growth. Approximately \$200,000 in the institution’s state appropriations, \$500,000 in the institution’s federal Title III funds, and \$100,000 in Southern System medical cannabis allocations have been committed to support the proposed program per year. Tuition and fees will provide approximately \$1,030,000 in revenue per year by full implementation of the program in year 4.

	Current	Needed	Additional Costs
Faculty	Existing faculty are sufficient to support general education and basic science courses required for the program.	A chair and two faculty will be hired immediately to develop and implement the program. Additional full time and adjunct faculty will be hired starting in year 3 to support program growth.	Yr. 1-2: \$420,000/yr. Yr. 3: \$859,000 Yr. 4+: \$1,088,000/yr.
Physical (Facilities, Equipment, Library, & Technology)	Classroom and office space in the new Natural Science Building have been reserved for the nursing program.	The bulk costs for supplies and equipment to launch the program will be realized in years 1 and 2.	Yr. 1: \$383,000 Yr. 2: \$195,000 Yr. 3+: \$41,000/yr.
Administration	Dr. Carol Weaver, consultant, aided the institution in developing the proposal and meeting all Regents and LSBN requirements.	One administrative assistant will be hired to support the program. Accreditation costs will occur in years 3 and 4.	Admin. Assistant: \$42,000/yr. Accreditation: Yr. 3: \$2,500 Yr. 4: \$8,027
Student Support	Existing student services will adequately support the program.	The institution will provide faculty training and NCLEX* testing preparation for students.	Yr. 3+: \$9,000/yr.

* The National Council of State Boards of Nursing’s National Council Licensure Exam

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** Most general education and basic science courses will be available online. Clinical positions will be planned for days, evenings, and weekends to accommodate schedules and expand clinical opportunities.
 - **Affordability:** Tuition at SUNO is considerably lower for in-state students than at the private BSN programs in New Orleans. The institution has prioritized the use of open education resources (OER) for over a decade, and the library provides regular training for faculty on the use of OER to encourage reducing costs for students.
 - **Partnerships:** SUNO is currently in conversations with the University of New Orleans, Delgado

Community College, and Southern University in Baton Rouge to develop transfer agreements and other collaborative partnerships to support students and the program. SUNO has established partnerships and secured commitments for clinical positions for students with Ochsner and LCMC Health. The institution is also collaborating with area healthcare providers and the SREB Doctoral Scholars Program to secure part-time adjunct faculty at various points in their graduate-level training.

- **Equity:** SUNO's mission to serve the African American community in New Orleans is directly served by the addition of the proposed program. The program will target recruitment, clinical positions, and job placement in the underserved communities of New Orleans thereby increasing access for African American students and increasing the diversity of the region's nursing workforce.

Staff Analysis

The shortage of nurses in Louisiana and throughout the nation is a well-known gap in the healthcare workforce. The institution has developed a faculty recruitment plan that includes offering above-average salaries and connecting with various partners including institutions that offer graduate-level nursing programs and hospital nursing administrators for adjunct faculty. Commitments from area hospitals both ensure clinical positions for SUNO nursing students and assurance that these commitments will not be detrimental to clinical commitments with other New Orleans institutions. The institution has developed a solid plan for developing and implementing the BSN on an aggressive but realistic timeline by collaborating with regional partners, Regents staff, and the LSBN. Over the next several years, staff will monitor program implementation including faculty hiring, accreditation and LSBN approval, and student success including graduation and NCLEX passage rates.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed BS in Nursing (CIP 30.7102) at Southern University New Orleans with a progress report due October 1, 2022.

AGENDA ITEM IV.A.6.

Proposed Graduate Certificate in Population Health University of Louisiana at Lafayette

Background Information

A Graduate Certificate (GC) is a graduate-level academic offering addressing a specific topical area, and while the number of required courses varies, the typical range is 12-18 credits. Academic Affairs Policy 2.15 “Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates” describes graduate certificates as shortened, condensed, and focused course of study that supplements an existing Bachelor’s, Master’s, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline.”

The proposed GC Population Health will require no additional resources including faculty, facilities, and supplies that support the program such as technology or library resources, unless otherwise noted. The proposed program was approved by the ULS Board of Supervisors and submitted to the Regents for consideration.

Staff Summary

Population Health is an emerging field in healthcare based on the Triple Aim, a healthcare management framework focused on: 1) health system optimization, 2) improved clinical outcomes, and 3) lowered healthcare costs. The proposed graduate certificate will provide students with an understanding of health analytics, quality improvement, community partnerships, and healthcare delivery methods. The main purpose of the proposed program is to meet the current and future healthcare needs of local, state, and national workforce and populations as they relate to improving population health. The certificate program will encourage learners to solve healthcare problems by using data to implement quality initiatives based on proven theories and practices. The graduate certificate in Population Health will be comprised of 12 credit hours of coursework to include Healthcare Organization and Delivery Methods; Essentials of Population Health; Epidemiology and Evidence of Outcomes Research; and the Principles of Healthcare Quality and Safety.

The proposed GC was designed with an accelerated format offered in two eight-week sessions and one three-week session to appeal to working healthcare professionals such as clinicians, healthcare administrators, health information managers, quality improvement experts, health IT specialists and analysts, and public health professionals. The certificate is expected to also attract recent graduates from the nursing, allied health, informatics, and business programs who want to secure a unique niche within the healthcare field. The institution anticipates an initial enrollment of 15 students in year 1 increasing to 25 by year 4. Program delivery will be supported by the existing academic faculty who developed new courses required for the proposed program. There are currently no competing graduate certificate programs focused on population health in Louisiana.

Staff Analysis

GCs are developed by an institution to meet a specific industry or graduate student need and typically consist of courses currently offered by the institution as part of master’s or Doctoral programs. Professionals with population health expertise are increasingly in demand as healthcare as a whole focuses on effectiveness and cost efficiency. Southeastern has recently implemented an undergraduate certificate and Master’s degree in population health, and the proposed program will aid in expanding access to training in a field with growing employer demand.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the Graduate Certificate in Population Health at the University of Louisiana at Lafayette with progress reports due October 1, 2022.

AGENDA ITEM IV.A.7.

Proposed Master of Science in Medical Sciences Louisiana State University Health Sciences Center Shreveport

Background Information

Louisiana State University Health Sciences Center Shreveport (LSU HSC-S) has requested Board of Regents' approval to establish a Master of Science (MS) in Medical Sciences. Because the proposed program was developed from an existing research-based MS degree and all required courses for the proposed program are already offered at the institution, the Letter of Intent (LoI) was waived per Regents' authorization for staff waivers in August 2019. The proposal was circulated to chief academic officers statewide for review and responses were supportive of the program. The proposal was also reviewed by Dr. Patricia Gwartz, Professor Emeritus at the University of North Texas Health Science Center. Dr. Gwartz provided feedback, and staff worked with LSU HSC-S to address all issues raised in the external review.

Staff Summary

Given the highly competitive nature of medical school admission nationwide, it is common practice for students with deficiencies in undergraduate training or low test scores to close the knowledge gap by completing additional coursework or degree programs after the bachelor's degree to prepare for medical school. The proposed program will be the first of its kind in Louisiana and will provide in-state students a more affordable graduate-level option than completing a MS Medical Sciences degree out of state. The non-thesis master's degree is designed to focus on fundamental skills needed for success in medical school.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** Both LSU HSC-S and LSU HSC New Orleans offer the MS Biomedical Sciences degree where students can also prepare for medical school or other related doctoral study. However, the proposed program will be the only non-thesis MS degree in the state with a primary focus on medical school preparation. While some students enroll in post-baccalaureate programs with a similar focus, MS programs are becoming increasingly popular because courses are at the graduate level providing better preparation. Currently, approximately 15% of LSU HSC-S medical students enter the program with an MS, most of which were earned outside the state.
 - b. **Workforce Demand and Job Opportunities:** Louisiana continues to experience a physician shortage. The most recent data available from 2018 indicated that Louisiana ranks 36th among US states for number of primary care physicians per capita. As medical schools, including LSU HSC-S work to increase capacity for medical students, preparatory programs will increasingly be in demand.
 - American Association of Medical Colleges (AAMC): Many areas in Louisiana have been designated as "Health Professional Shortage Areas" with 248 additional primary care physicians still needed to remove the designation. Currently 32% of Louisiana physicians are over 60 and expected to retire within the next 10 years adding to the shortage.
 - c. **Student Enrollment and Completion:** Initial enrollment in the program is based on interest in the MS Biomedical Sciences program from students who would prefer to pursue a non-research-based program to prepare them for medical school. Growth in enrollment is projected due to the institution's plans to increase in the incoming medical school class size from 150 to 200 and the establishment of the Edward Via College of Osteopathic Medicine in Monroe. Program success will be assessed based on the percentage of graduates who go on to enroll in medical, dental, or other allied health doctoral programs. The program is designed to be completed in 12 months.

	Year 1	Year 2	Year 3	Year 4	Year 5
NEW Prog. Enrollment	10	15	20	25	25
TOTAL Prog. Enrollment	10	15	20	25	25
Prog. Graduates	10	15	20	25	25

2. **Resources:** All courses required for the proposed program are already offered at the institution as part of other graduate degree programs. Stipends will be provided for current faculty members to serve as program director, and advisors for the Journal Club and Anatomy Lab. The institution will also provide MCAT preparation for all students included in tuition. Tuition and fee revenue is expected to cover all expenses beginning in year 1.

	Current	Needed	Additional Costs
Faculty	Current faculty will be sufficient to support the program for the foreseeable future.	Stipends will be provided for current faculty members to serve as program director, and faculty advisors to the Journal Club and Anatomy Lab.	Director \$40,000/yr Club & Lab Advisors: \$30,388
Physical (Facilities, Equipment, Library, & Technology)	Existing facilities and related resources are adequate to support the program.	No additional resource needs projected.	\$0
Student Support	Existing non-academic student support resources will be adequate for the proposed program.	The institution will provide MCAT* preparation for all students at \$1,250/student.	Yr. 1: \$12,500 Yr. 2: \$18,750 Yr. 3: \$25,000 Yr. 4+: \$31,250

*Medical College Admission Test

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The 12-month program provides a condensed timeframe for students to earn the degree accelerating progress toward medical school. The program will additionally be the first in Louisiana, making it easier for in-state students to complete the degree.
 - **Affordability:** Louisiana students at LSU HSC-S who earned the MS Medical Science before enrolling in medical school commonly complete the program at Mississippi College where tuition is \$20,000. The proposed program will allow Louisiana students to complete the program in-state for \$12,000 tuition.
 - **Diversity:** The proposed program aims to increase diversity in the medical profession in Louisiana by providing underserved populations an accessible opportunity to prepare for medical school. The institution has indicated a deliberate focus on recruiting and supporting minority students in the program.

Staff Analysis

The proposed program will meet a clear need for students looking to augment their education to prepare for medical school. The MS program will provide better access and a more affordable option to this type of program for in-state students and will serve as a feeder to the institution's growing medical doctorate program. The external reviewer, Dr. Gwartz, indicated that she strongly supports the implementation of the program stating, "The need for the program in the local area and the state of Louisiana has been clearly documented." The institution has committed adequate resources to faculty and advising needs as well as support mechanisms to improve graduate chances for admission to medical school such as Medical College Admission Test (MCAT) preparation and practical experiences.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed MS Medical Sciences (CIP 51.1401) at Louisiana State University Health Sciences Center Shreveport with a progress report due October 1, 2022.

AGENDA ITEM IV.A.8.

Proposed Doctor of Philosophy in Criminology & Justice Administration Grambling State University

Background Information

Grambling State University (Grambling) has requested Board of Regents' approval to establish a Doctor of Philosophy in Criminology and Justice Administration. Grambling submitted a Letter of Intent (LoI) to Regents for the program in 2017. A comprehensive review of the LoI by Regents staff and CAOs statewide revealed several concerns about the proposed program and Grambling opted to temporarily postpone consideration of the LoI by the Board of Regents as it addressed those concerns. In November 2020, the institution requested a waiver of Board approval of the Letter of Intent since it had already undergone the LoI review process in 2017. Regents staff granted a waiver of LoI approval with the condition that the full proposal undergo a second review by CAOs statewide, which was done in April 2021. The proposal was also reviewed by Dr. Johnny B. Gilleylen Sr., of Jackson State University. Regents staff worked with the institution to address all remaining issues and concerns raised during the review process.

Staff Summary

The proposed program was designed to focus on the scientific study of crime and criminal behavior as a social phenomenon while examining the structure, procedures, and processes of the criminal justice system, and how to provide a fair system for all. The program is designed to meet the workforce and social needs of Louisiana by providing an interdisciplinary academic experience that will prepare professional leaders qualified to bring about equity, reform, and justice to society. The program will be the first PhD program offered at the institution.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** The proposed interdisciplinary program focused on criminology and the criminal justice system will be the first of its kind in the state. Similar programs include the recently implemented PhD in Justice Studies at UNO and the PhD in Sociology at LSU A&M. The program at UNO has a distinctly interdisciplinary approach to the study of justice in all areas of society with concentrations in social, criminal, environmental, and educational justice. The program at LSU A&M includes components of criminology in the curriculum but has a more broad-based traditional sociological focus. Neither UNO nor LSU A&M objected to the proposed program at Grambling.
 - b. **Workforce Demand and Job Opportunities:** Graduates will be prepared to work as scholars and researchers in the field, but also in industry as human resource managers, urban and regional planners, administrators and managers in the criminal justice system, education administrators, and public officials. Continued demand for the examination of structures and policy related to the criminal justice system led to the development of the program with a practice-based approach to scholarship and research.
 - c. **Student Enrollment and Completion:** The proposed PhD will appeal to applicants from traditional social science disciplines as well as public administration and related policy fields. Enrollment projections were based on a survey of all current MS Criminal Justice students and an evaluation of enrollment in similar programs throughout the southeast region. Initial enrollment is expected to be 12 with five new students enrolling per year going forward.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NEW Prog. Enrollment	12	5	5	5	5	5
TOTAL Prog. Enrollment	12	17	22	27	32	37
Prog. Graduates	N/A	N/A	N/A	N/A	N/A	6

2. **Resources:** Existing faculty in the MS Criminal Justice program and in related disciplines will support the program along with four new faculty (three regular faculty and one program director) and one administrative support person. External funding will support renovations to the Alma J. Brown Elementary School for the program’s future use.

	Current	Needed	Additional Costs
Faculty	Existing graduate faculty in the MS Criminal Justice program will participate in the proposed program.	Three additional faculty (\$55,000 each per year) will be hired by year three.	\$165,000/yr.
Physical (Facilities, Equipment, Library, & Technology)	The Criminal Justice Building is under renovation with existing resources. Temporary classroom and office space currently being used by the undergraduate and master’s degree program will be sufficient to launch the proposed program.	The institution plans to remodel the Alma J. Brown Elementary School to eventually house the proposed program. A total of \$4.5 million capital outlay funds and Title III funds are being requested to support the project.	\$4,500,000
Administration	The Office of Graduate Studies, the Graduate Council, and a newly formed program advisory board will support the administration and curriculum development of the program.	A program director and support staff will be hired to administer the program.	Director: \$65,000/yr. Admin.: \$35,000/yr.
Student Support	Four existing graduate assistantships have been committed to the program.	Development efforts will be targeted toward graduate student funding and faculty research that will include student support.	\$0

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Affordability:** Students in the program will be eligible for graduate student assistantships, with four positions committed to the program. The institution also aims to increase development efforts to support endowed fellowships and faculty research funding to support students in the program. Open educational resources are available for the program and will save students an estimated \$1000 in textbook costs per semester.
- **Equity:** As a designated HBCU, providing access and opportunities to the state and nation’s underserved and underrepresented people, especially the African American community, is central to the institution’s mission. The program aims to address equity gaps in both educational attainment and in the criminal justice system.
- **Partnerships:** Grambling is working to develop partnerships with government agencies and other related organizations to support student internships and practical experiences.

Staff Analysis

Grambling has spent several years developing its first PhD program with the highest value and quality in mind. The institution hired faculty with experience in PhD program administration and external consultants from institutions with successful programs to guide the proposal development and ensure adequate infrastructure and quality curriculum. The institution has adequately addressed all outstanding concerns

including the development of an advisory board to guide the implementation and growth of the program, and the allocation of adequate resources for hiring additional faculty. Grambling has made a compelling case for the need for the program as well as its suitability to offer the degree.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed PhD Criminology and Justice Administration (CIP 45.0401) at Grambling State University with a progress report due October 1, 2022.

AGENDA ITEM V.

Board of Regents Policy Classroom Teacher Enrollment Program Policy Guidelines

Executive Summary

The Classroom Teacher Enrollment Program (CTEP) was created by law and has been administered by the Louisiana Board of Regents since 1993. CTEP allows public and private school teachers the opportunity to attend a public postsecondary institution tuition free (all other fees must be paid by the teacher) on a space available basis if certain requirements are met. The law also requires that if a teacher utilizes the CTEP program for tuition exemption, the teacher is obligated to practice as a teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year.

In April 2020, in response to the COVID-19 pandemic, the Board of Regents changed the operational aspects of this program to allow for online delivery of course instruction and online submission of applications.

Board of Regents staff have consulted with institution registrars and College of Education Deans/Directors/Chairs to discuss the implications of the Emergency Policy. Staff recommends making permanent the three major changes to the policy: 1) allow for online delivery of instruction for courses; 2) allow for electronic signatures from the employing authority for the teacher; and 3) allow for electronic submission of the CTEP Application, if submitted using the teacher's district issued email address.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Louisiana Classroom Teacher Enrollment Program (CTEP) policy guidelines and application.



LOUISIANA BOARD OF REGENTS

Classroom Teacher Enrollment Program

Board of Regents

June 2021



**Board of Regents Policy Guidance:
Classroom Teacher Enrollment Program Criteria**

AUTHORIZATION: During the 1993 Regular Legislative Session, the Legislature passed House Bill 535, and the Governor later signed into law, Act 253 of 1993 which enacted Louisiana Revised Statutes (L.R.S.) 17:3129.3. This law creates the Louisiana Classroom Teacher Enrollment Program (CTEP), which, if several stipulations are met, allows classroom teachers to attend Louisiana's public colleges and universities tuition free (all other fees must be paid by the teacher) on a space available basis. This law was amended by Act 1213 (HB 2187) of 1995 which is now L.R.S. 17:3129.3(C)(2)(c). The law also requires that classroom teachers who participate in CTEP during any one school year shall be obligated to practice as a classroom teacher in the elementary or secondary schools of Louisiana for at least the subsequent school year.

The CTEP program is applicable and valid only for courses offered by the main campus of the college or university where the teacher plans to attend and may be determined by the institution. CTEP may be used to schedule online/distance learning courses. Independent study courses, practicum courses, thesis courses, and dissertation courses are not eligible for tuition exemption under the CTEP program. The law creating CTEP limits course enrollment to six (6) semester hours per academic year semester [four (4) semester hours per academic year quarter at Louisiana Tech University]. Course enrollment limits for summer sessions or quarters under this program are those imposed by the college or university in which the teacher enrolls.

ELIGIBILITY: The following conditions must be met to qualify for CTEP.

1. If in a discipline funded by the BESE Tuition Program for Teachers, teachers should apply for the tuition funds to be assured placement in a course with other students who have paid the tuition if they meet course and university requirements. If denied tuition funding for the course(s) s/he intended to schedule under the BESE Tuition Program for Teachers because the tuition funding has been exhausted, teachers may apply for CTEP.

OR

If all funds dedicated to the BESE Tuition Program for Teachers have been exhausted and teachers are not otherwise eligible to enroll in such course(s) pursuant to the BESE Tuition Program for Teachers, established by the State Board of Elementary and Secondary Education for the current semester, quarter, or session, teachers may apply for CTEP.

2. When applying for CTEP, the following requirements must be met.

- a. Meet all requirements for admission to the technical college, community college, or university at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking) and have completed the appropriate admissions process and been accepted for admission by the college or university which s/he plans to attend under CTEP.
- b. Meet all prerequisite requirements for the course(s) in which s/he intends to enroll under CTEP. The course should lead to an education degree/certification area or increase the content knowledge of the subject area currently being taught by the applicant.
- c. Not be, or have been, registered for the semester, quarter, or session in which s/he plans to participate in the CTEP program for the course(s) in which s/he intends to enroll under this program.
- d. Be employed full-time as a classroom teacher and hold a valid Louisiana Teaching Certificate, or if the application is for the summer session or quarter, have been so employed during the previous academic year.
- e. Be employed as a classroom teacher by:
 - 1) A city or parish school board; or
 - 2) A non-public school approved by the State Board of Elementary and Secondary Education (BESE).
- f. Have no outstanding financial obligation to any college or university participating in CTEP
- g. Commit to a school/district that s/he will practice his/her profession as a classroom teacher for at least the subsequent year.
- h. Classroom teachers need to be aware that submission of an application for CTEP does not guarantee admission to a course after the drop/add period. If a course is filled with students who have paid tuition, a teacher cannot use CTEP to take the course. If a required number of students do not officially pre-register/register and pay tuition to meet the minimum number of students for courses to be offered, universities drop and do not offer the courses. If that should occur, it will not be possible for a teacher who applied for CTEP to take the course, and it will be too late for them to register for a different course and pay tuition if it is after the drop/add period.

PROCEDURES:

Prior to the close of business on the last day for adding courses to student's schedules for the semester, quarter, or session for which the teacher plans to enroll under CTEP, the teacher must:

- a. Obtain a copy of the CTEP guidelines from the Board of Regents web site or from local colleges or universities. In addition, other information about procedures that may be specific to individual colleges or universities.
- b. Apply and be accepted for admission to the college or university in which s/he intends to enroll under CTEP, at the appropriate level (undergraduate or graduate, degree seeking or non-degree seeking);

- c. NOT HAVE PREREGISTERED OR REGISTERED for any of the courses in which s/he intends to enroll under CTEP.
- d. Meet all the prerequisites for the course(s) in which s/he intends to enroll under CTEP.
- e. Complete the CTEP Application Form, sign it, and have it signed electronically by the Employing Authority. **A new CTEP application must be signed and submitted electronically each quarter/semester.**
- d. Email the CTEP Application Form from the applicant's district issued email address to the college or university in which s/he plans to enroll under CTEP.
- e. CTEP applicants will be notified within three working days after the last day to add classes whether they are eligible or ineligible to participate in CTEP. It is important that prospective CTEP participants give accurate contact information as to how they may be contacted by the college/university during this time period.
- f. CTEP applicants must late register and must pay required fees no later than two working days after being notified that they are eligible to participate in CTEP.

COVID-19 - APPLICATION
LOUISIANA CLASSROOM TEACHER ENROLLMENT PROGRAM (CTEP)

Note: A new application must be completed and electronically signed each quarter/semester.

1. CONTACT INFORMATION

Please list the following contact information for the teacher who will be completing the course(s).

Name of Teacher:	
Teacher Certification Type and Number:	
Grade Level or Subject Area of Current Teaching Appointment	
Home Mailing Address (Street, City, State, Zip Code):	
Applicant District E-Mail address:	
Telephone Number:	
Date Application Electronically Submitted using district issued email address:	

2. COURSES AND TIMELINES

Please list the courses that the teacher is requesting to take using CTEP.

#	Semester and Year	Course Prefix and Number	Course Title	Credit Hours
1				
2				
3				
4				

Note: A maximum of 6 credit hours may be requested a semester during the fall and spring semesters. More credit hours may be requested during the summer semester.

3. CERTIFICATION CONCERNING INFORMATION PROVIDED, INTENT TO TEACH, NEXT ACADEMIC YEAR IN LOUISIANA SCHOOLS, AND OUTSTANDING DEBT STATEMENT:

I certify that the above information is true and correct to the best of my knowledge, and *I also certify that it is my intent to teach as a classroom teacher during the next academic year in a school in Louisiana.* I further certify that I do not have any outstanding financial obligations to any higher education institutions in Louisiana.

Signature of Teacher:	
Date:	

LOUISIANA CLASSROOMTEACHER ENROLLMENT PROGRAM (CTEP) APPLICATION (CONT'D.)

4. CERTIFICATION OF EMPLOYMENT TO BE FILLED OUT BY LOCAL EMPLOYING AUTHORITY:

Name of Teacher:	
-------------------------	--

I certify the following:

- This teacher is employed as a full-time certified classroom teacher in the school district;
- This teacher was employed during the last academic years as a full-time classroom teacher;
- This teacher has committed to practice his/her profession as a classroom teacher for at least one subsequent year;
- The school in which h/she teaches is approved by BESE;
- Documentation has been provided to indicate that the State Board of Elementary and Secondary Education tuition program funds are exhausted for the academic quarter/semester.

Name of School/School District:	
Employing Authority Typed Name:	
Employing Authority Electronic Signature:	
Date of Signature:	

AGENDA ITEM VI.

Admissions Fall 2018 Summary & Follow-up Report

Background Information:

The Board of Regents' Minimum Admission Standards were outlined in the 2001 Master Plan for Higher Education with the goal of providing opportunity for student success by matching student preparation with institutional expectations. Prior to 2005, when the Master Plan minimum standards went into effect, Louisiana universities mostly operated as open admission institutions because there were limited community college options available to students and the universities had to essentially assume both roles. The 1997 constitutional amendment forming the LCTCS and the subsequent rise and expansion of community and technical college opportunities made it possible for universities to focus more on providing college-level work and shepherding students to graduation.

Over the years since the Master Plan was published, Regents have sponsored and coordinated statewide high school and university preparation activities for the implementation of minimum standards, and the staff (including LOSFA) have continued to provide support to high schools and campuses throughout implementation. Presentations and handouts have been careful to emphasize that the BoR standards were the *minimum*, and that individual institutions could adopt additional, more specific or rigorous requirements for admission – so students were encouraged to check with the specific institution for additional information.

Since 2010 the BoR's minimum standards had four basic elements:

- Completion of the 19-unit BoR Core (which mirrors the TOPS Core and the HS Core for graduation with a TOPS-University Diploma);
AND
- Minimum GPA on that BoR Core of 3.0 (flagship), 2.5 (statewide), or 2.0 (regional); OR
- Minimum ACT Composite of 25 (flagship), 23 (statewide), or 20 (regional); AND
- English ACT 18 (as low as 15, with support) & Math ACT 19 (as low as 16, with support).
- Exception allowances were set as a percentage of the entering Freshman class, at 4% (flagship) 6% (statewide) and 8% (regional universities).

In 2015, in response to university requests that the Regents consider increasing the allowable exceptions to allow for a more holistic admission process, the Board instructed staff to review the allowances to ascertain the policy's effectiveness and whether there should be adjustments to the percentages of exceptions allowed. A review of the Fall 2015 and Fall 2016 class performance, reported to the BoR in August 2017, noted the lower 1st Fall semester GPA and Fall-to-Fall retention rates of students admitted as exceptions compared to those who met the minimum standards. The Board decided to:

Retain the exception minimums at their present levels (Flagship – 4%, Statewide – 6%, Regional – 8%) – unless and until there are indications that students admitted by exception are performing at comparable levels as those students who met the minimum admissions standards.

During the 2018 Legislative Session, SR 103 asked the BoR to report to the Senate regarding students admitted to public universities who did not meet the Board's minimum admission standards policy, and the Board asked that staff conduct an audit of First-Time Freshman (FTF) Admissions. The Audit Plan was approved by the Board in September 2018 for a report in June 2019, and the response to SR 103 was presented and endorsed in January 2019. The response compared end-of-Fall term GPA, and Fall-to-Fall persistence/retention of the 2016 and 2017 FTF cohorts, and graduation rates of the 2010 and 2011 FTF cohorts. The report noted that,

For the past two decades, the Board of Regents has conducted studies on performance with similar findings: there is a direct relationship between student preparation and student performance. Based on every performance measure examined in response to SR 103, the student groups that gained regular admission (i.e., who met the Minimum Admission Standards) outperformed the groups admitted by exception, except for those students receiving aid as athletes. The smaller variances for students reported on athletic aid reflects the comprehensive student and academic support services generally more available to scholarship athletes. There are lessons for campuses to learn from the academic performance of supported athletes.

The variances in performance by those regularly admitted and those admitted by exception are explained not by whether or not they were admitted by exception, but by their relative level of academic preparation. As previous studies have indicated and the data ... demonstrate, those with a higher level of preparation outperform those less prepared for the academic rigors of college.

Effective Fall 2020, the BoR's admissions standards were revised to add allowances for additional out-of-state exceptions and student outcomes. Additionally, emergency COVID-19 changes to the admissions test score and placement policies included subjective factors. These temporary changes made to the Fall 2020 admissions test score policy will make test scores criteria, overall and placement, subject to interpretation. **While it is noted in the background of this summary to provide the reader with a complete history, the changes enacted for Fall 2020 do not apply to the audited period.**

Fall 2018 Admissions Audit Summary:

The BoR's Finance Audit and Compliance Team (Audit) reviewed admissions exception data within the Statewide Student Profile System (SSPS) submission for the Fall 2018 semester. The objective was to determine universities' compliance with the Board of Regents' Minimum Admissions Standards for First-Time Freshman. Only Louisiana State University and A&M College (LSU) was cited for materially exceeding the allowable admission exceptions limit.

While the primary focus of the review was to audit admissions exceptions decisions for Fall 2018, auditors found data errors in SSPS occurring at all eight institutions reviewed. LSU, Louisiana State University Shreveport, Southern University and A&M College, Northwestern State University and University of Louisiana at Lafayette were asked to make minor corrections and resubmit their Fall 2018 SSPS data to the BoR. Grambling State University (GSU), Southern University at New Orleans (SUNO), and University of New Orleans (UNO) data submissions contained significant data errors such that auditors were unable to audit the admissions exception rate. BoR auditors facilitated with institutional staff members during the audit regarding admissions training assistance that could be offered by BoR staff. In response, BoR employees provided in-person admissions training to the fourteen institutions that are required to comply with the BoR's Minimum Admissions Standards for First-Time Freshman in September 2019. The training allowed institutional and BoR staff to discuss common mistakes and directly assist and advise institutions on best practices for admissions and data reporting.

In June 2019, BoR employees identified and requested Louisiana Department of Education (LDOE) make necessary changes to the calculation of GPAs in the Student Transcript System (STS). During the September 2019 BoR-provided admissions training, it was discovered that changes requested to STS were programmed

incorrectly. As a result, the universities likely relied on incorrect GPAs during the admission process for the Fall 2019 incoming class. BOR employees worked with LDOE to identify areas of necessary corrections which were put in place in early 2020 and should not affect the Fall 2020 first-time freshman class.

Scope and Objective:

The scope of this audit was to perform a follow-up review to the Fall 2018 Admissions Audit. The objective of this review was to determine whether recommendations were implemented, and previous audit issues have been corrected at LSU, GSU, SUNO, and UNO.

Methodology:

Due to restrictions and health concerns necessitated by COVID-19, audit did not perform physical site visits. BoR Auditors held meetings and conducted interviews with university admissions and enrollment staff via virtual communication tools to discuss the objectives of the current audit and corrective actions implemented in response to the Fall 2018 admissions audit. Institutional policies and procedures were reviewed to determine if corrective actions had been procedurally implemented as well as to assess if the institution is adequately situated to comply with BoR *Minimum Admissions Standards for First-Time Freshman* and BoR SSPS Specifications for data reporting. While the objective of this review did not include testing sample data, Audit also queried admissions data through SSPS to determine if clear errors identified in Fall 2018 had been corrected.

Executive Summary:

Southern University at New Orleans and the University of New Orleans implemented the necessary procedural corrective actions such that the issues noted in the Fall 2018 report have been substantially remediated. Grambling State University has taken significant steps to correct most of the deficiencies from the Fall 2018 report but did not correct a key issue that is likely to inhibit BoR auditors' ability to audit exception rates in subsequent years. Louisiana State University appears to have corrected minor data errors; however, LSU could not provide objective admissions criteria for Fall 2019 that would ensure incoming freshman would be admitted in accordance with BoR policies and not exceed the 4% exceptions allowance.

Audit Summary Results:

Grambling State University

Grambling State University's (GSU) Fall 2018 data submission contained significant data errors such that auditors were unable to audit the exception rate. GSU's Fall 2018 Statewide Student Profile System (SSPS) data errors appeared to be caused by staff turnover, missing supporting documentation, inaccurate transcript evaluations, misreporting final (e.g., higher Accuplacer) placement scores, use of outdated ACT/SAT concordance tables and inconsistent admissions procedures.

Since the completion of the Fall 2018 audit, GSU took the following steps to improve admissions practices: attended BoR-provided admissions training, updated admissions policies and procedures, created training manuals, implemented evaluation procedures consistent with BoR/TOPS/Core 4, updated the ACT/SAT concordance tables, created an admissions process flowchart, and developed a procedure to report highest-available placement scores. GSU appears to have taken sufficient corrective actions to address a majority of the deficiencies noted. However, without a resolution to the finding below, BoR would not be able to accurately audit an exception rate in subsequent years.

Inaccurate Reporting of High School and Core GPAs

GSU has not addressed the data inaccuracies in the High School and Regents' Core GPA fields, which contributed to the errors noted in the Fall 2018 report. Based on conversations with GSU staff, an examination of documents provided and queries of the SSPS database, auditors determined that Regents' Core and high school GPA reporting errors had not been corrected. If High School and Regents' Core GPAs are reported inaccurately in future submissions, the BoR will be unable to rely on GSU's data to conduct an exception rate audit in all subsequent years.

Recommendation: Grambling State University must implement a procedure to separately capture the Regents' Core and High School GPAs and ensure all data are properly reported to the Board of Regents in accordance with SSPS specifications.

Management's Response: Grambling State University's President concurred with the observation and recommendation in Attachment 1. GSU's Director of Admissions and Recruitment will be responsible for implementing corrective action, which will be completed prior to the Fall 2021 SSPS submission.

Louisiana State University

In Fall 2018 LSU materially exceeded its allowable exception limit with an exception rate of 7.5%, which was beyond the 4% allowable percentage under the Regents' policy. Additionally, audit found data errors in the Regents Core Flag reporting field and Grade Point Averages. This appeared to be caused by an error in the degree audit programming for high school graduation and partial high school transcript evaluations.

Auditors met with LSU admissions staff and reviewed admissions policies and procedures to follow-up on corrective action taken to remediate the data errors and to document LSU's admissions practices. LSU's corrective actions taken regarding the data errors appear to be sufficient to address the underlying causes.

Possible Noncompliance with Mandatory Regents Admissions Policies

LSU could not provide objective admissions criteria for Fall 2019 that would ensure incoming freshman would be admitted in accordance with BoR policies and not exceed the 4% exceptions allowance. LSU supplements the admissions process for students not meeting BoR admissions criteria with reviews of subjective, unmeasurable, non-cognitive variables. LSU personnel provided documentation of methods to focus on student success initiatives developed after the February 2020 BoR admissions criteria was implemented. LSU is at risk of noncompliance with BoR *Minimum Admission Standards for First-Time Freshman* and the *Supplement to the Minimum Standards for Admission to 4-Year Universities* in subsequent reporting years and may result in the penalty outlined by the BoR Minimum Standards.

Recommendation: Louisiana State University must take action to ensure admissions practices comply with Board of Regents *Minimum Admission Standards for First-Time Freshman*, notably the exception rate allowance outlined in the *Supplement to the Minimum Standards for Admission to 4-Year Universities*.

Management's Response: Louisiana State University's President partially concurred with the observation and recommendation in Attachment 2. LSU's Vice President of Enrollment Management will be responsible for implementing corrective action and offered solutions that appear to correct the underlying issue, which were completed in Fall 2020.

Southern University at New Orleans

Southern University at New Orleans (SUNO) Fall 2018 data submission contained significant data errors such that auditors were unable to audit the exception rate. SUNO's Fall 2018 SSPS data errors appeared to be caused by missing supporting documentation, inaccurate transcript evaluations, misreporting test scores, turnover, and inconsistent admissions procedures.

SUNO took the following steps to improve admissions practices since the Fall 2018 review: created admissions training manuals, conducted training presentations, attended BoR admissions training, consolidated Banner systems, established direct automated reporting from Student Transcript System, created electronic filing systems for student admissions records, and created a standardized evaluation template based on Core/TOPS/C4 guidelines.

Southern University at New Orleans implemented the necessary procedural corrective actions such that the issues noted in the Fall 2018 report have been substantially remediated.

University of New Orleans

The University of New Orleans' (UNO) Fall 2018 data submission contained significant data errors such that auditors were unable to audit the exception rate. UNO's Fall 2018 SSPS data errors appeared to be caused by missing or inaccurate supporting documentation, inaccurate transcript evaluations, and inconsistent admissions procedures.

UNO took the following steps to improve admissions practices since the Fall 2018 review: changed evaluation processes to comply with BoR reporting timelines, updated freshman admissions training processes and procedures, required an independent translation of non-English transcripts for evaluation, corrected high school GPA reporting errors, and implemented a file review process.

The University of New Orleans implemented the necessary procedural corrective actions such that the issues noted in the Fall 2018 report have been substantially remediated.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Admissions Fall 2018 Summary and Follow-Up Report.



GRAMBLING
STATE UNIVERSITY
GRAMBLING, LOUISIANA
Office of the President

March 17, 2021

Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677

Dear Board of Regents :

Grambling State University (GSU) concurs with the Board of Regent's observation and recommendation for Inaccurate Reporting of High School and Core GPAs, which contributed, to the errors noted in the Fall 2018 report. GSU has been working with our internal Office of Technology Services and a new admissions management software provider (Admission Pros) to collaboratively address the data inaccuracies in the high school and Regent's core GPA fields, which contributed to the errors in previous year audits.

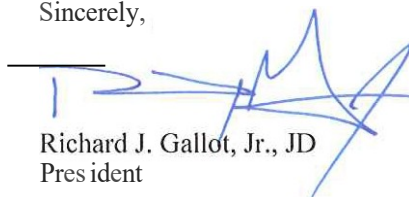
GSU concurs with the individual observation and recommendation. Unfolluna te iss ues with staff turnover, inadequate software, and lack of sufficient training attributed to the observations. The ins titution has recently hired a new Director and Assistant Director and transitioned the Office of Admissions & Recruitment into the Division of Student Affairs. Enhanced efforts to provide internal controls that are aligned with established Board of Regent's guide lines in addition to new technology designed to minimize potential for processing errors have also been implemented.

GSU has taken the following steps to improve admissions processing to include working with internal and external technology and software ex pells regarding implementin g the requisite data field needed to capture BoR required in formatio n, hirin g of new leadership within the department, attended BoR provided admissions training, updated admissions policies and procedures, created training manuals and consulted with peer inst itutions regarding best practices, imple mented evaluation procedures consistent with BoR/TOPS/Core 4, updated the ACT/SAT concordance tables, created an admissions process flow-chart, and developed a procedure to report highest available placement scores.

Ms. Georgia Douglas, Director of Admissions and Recruitment will be the contact person responsible for corrective action. Full implementation of all corrective action measures will be corrected by Fall 2021 semester.

Please do not hesitate to contact me if you have any questions, concerns or if additional information is needed.

Sincerely,



Richard J. Gallot, Jr., JD
President



May 24, 2021

Finding: Louisiana State University must take action to ensure admissions practices comply with Board of Regents *Minimum Admission Standards for First-Time Freshman*, notably the exception rate allowance outlined in the *Supplement to the Minimum Standards for Admission to 4-Year Universities*.

Management Response: We concur in part with the observation and recommendation.

We use clear and objective criteria as the foundation for all admission decisions. These criteria include:

1. Academic Factors - includes a thorough review of high school performance. This review includes assessing high school courses, focusing on core courses, grade trends over time, grades in specific disciplines aligned with the intended major, class rank (if available), and overall grade point average.
2. Board Scores (if available)
3. Other Factors - include characteristics identified in research as positively correlated to student success in college.

These three broad-based criteria come directly from the current Louisiana Board of Regents Minimum Admissions Standards for First-Time Freshmen and guide our decisions. As a result, the Fall 2019 entering class had the highest student success metrics in LSU history.

Our decisions are fundamentally based on the applicant's competitiveness using the assessment of academic factors and/or board scores, evidenced by the increased quality metrics in the freshman profile annually. Importantly, our process aligns with the most current research in college admissions. Over the past half-century, research has focused on the validity of board scores in predicting first-year student success. The research has been clear: high school grade point average, regardless of high school, is sufficient to predict success in college coursework (Syverson et al., 2018; Bahr, 2016; Scott-Clayton, Crosta, & Belfield, 2014; Hiss & Franks, 2014; Bowen et al., 2009; Kobrin et. al., 2009; Geiser & Santelices, 2007). While studies have shown that board scores marginally improve the assessment at the point of admissions, the trade-offs in utilizing board scores are unwarranted. Importantly, the research shows that grades are a better predictor of success and can lead to more diverse classes. In the most recent study, researchers from the University of Chicago found that the high school grade point average was five times more predictive than board scores (Allensworth & Clark, 2020). The study also found that high school grade point averages were consistent in assessing student readiness for college regardless of the high school a student attended. These findings are similar to previous studies that time and again find high school performance sufficient to measure students at the point of admission.

In our process, other factors assist limitedly to determine an applicant's admissibility when more information is necessary but never supersede the assessment of academic factors. According to the research, while high school curriculum, GPA, grade trends, and board scores continue to be useful in measuring some aspects of students' abilities, a more comprehensive assessment of an applicant's potential can be made by assessing both academic and life skills (Sandlin & Sedlacek, 2013).



The LSU admission process will continue to be thorough, comprehensive, and inclusive of a multivariate assessment to admit the most competitive class of students who have earned admission to the state flagship in alignment with the Board of Regents minimum admissions standards.

Corrective Action:

Since the time of this audit, there has been a significant change in the Board of Regents policy and process. These changes have yielded huge success in both the exception rates and student success metrics in line with the goals of the Board of Regents Master Plan. Here are the actions we have taken:

1. Colleges and universities in Louisiana engaged in substantive, robust, and productive dialogue with the Commissioner of Higher Education to develop an appropriate definition of success and exceptions. This dialogue led to the newest version of the Louisiana Board of Regents Minimum Admissions Standards for First-Time Freshmen amended in February 2021, which states, "students who completed the first term with a minimum 12 hours earned and a minimum 2.3 cumulative GPA, and completed a college-level English or Math course with a grade of "C" or higher, will not be counted as exceptions for audit purposes." The most recent class admitted (fall 2021) had an exception rate of 1.7%. Enrollment Management at LSU has maintained the preliminary and final accounting of exceptions in each entering class to ensure compliance. The Office of Admission has required application evaluation to prioritize assessing Board of Regents Minimum Admissions Standards, including core units and GPA or board score.
2. Enrollment Management created clear definitions of each non-cognitive variable used in the assessment process and ensured consistency in evaluation.
3. Enrollment Management at LSU has supported all students marked as exceptions as a caseload assigned to retention specialists for proactive outreach throughout the first year.
4. Academic Affairs has ensured that exceptions that need math support, based on placement protocols, are provided math co-requisite courses to support math attainment.
5. Enrollment Management at LSU has included all exceptions in progress reports distributed to faculty for appropriate intervention to be activated early in the semester.

The changes implemented and detailed above have led to the highest success rates in our institutional history for all students. This year, we set the highest retention rate in institutional history at 85.8%. We also have focused keenly on creating equitable attainment across student sub-groups. This sharp focus resulted in successfully closing the achievement gap for Pell recipients and students of color. This year, both groups set historic retention rates at 81.9% for Pell and 83.6% for historically underrepresented students.

Responsible Personnel: Vice President of Enrollment Management

Date Implemented: Completed Fall semester 2020



References:

Allensworth, E. M., & Clark, K. (2020). High school GPAs and ACT scores as predictors of college completion: Examining assumptions about consistency across high schools. *Educational Researcher*, 49(3), 198–211. <https://doi.org/10.3102/0013189X20902110>

Bahr, P. R. (2016). Replacing placement tests in Michigan’s community colleges. *Ann Arbor: Center for the Study of Higher and Postsecondary Education, University of Michigan*.

http://www.soe.umich.edu/people/profile/peter_riley_bahr/

Bowen, W. G., Chingos, M. M., & McPherson, M. S. (2009). *Crossing the finish line: Completing college at America’s public universities*. Princeton University Press.

Hiss, W. C., & Franks, V. W. (2014). Defining promise: Optional standardized testing policies in American college and university admissions. *IACAC Conference Presentation*. <https://www.iacac.org/wp-content/uploads/2014/05/H59-Defining-Promise.pdf>

Korbin, J. L., Patterson, B. F., Shaw, E. J., Mattern, K. D., & Barbuti, S. M. (2008). Validity of the SAT for predicting first year college grade point average. Research Report No. 2008-5. *College Board*.

<https://files.eric.ed.gov/fulltext/ED563202.pdf>

Sandlin, M., & Sedlacek, W. (2013). Employing noncognitive variables to improve admissions and increase student retention. *AC Solutions* (113).

Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2014). Improving the targeting of treatment: Evidence from college remediation. *Educational Evaluation and Policy Analysis*, 36(3), pp.371- 393.

Syverson, S., Franks, V. W., & Hiss, W. C. (2018). Defining access: How test-optional works. *NACAC presentation*. <https://www.nacacnet.org/globalassets/documents/publications/research/defining-access-report-2018.pdf>

A handwritten signature in black ink that reads "Thomas C. Galligan, Jr." in a cursive script.

Thomas C. Galligan, Jr.

LSU President and Professor of Law