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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, March 23, 2022

10:40 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
- IV. Academic Affairs Policy
 - A. Revised: 2.18 Gateway Mathematics and English Course Placement Requirements
 - B. New: 2.23 Prior Learning Assessment
- V. Other Business
- VI. Adjournment

Committee Members: Blake R. David, Chair; Stephanie A. Finley, Vice Chair; Wilbert D. Pryor; Gary N. Solomon, Jr.; Terrie P. Sterling; Judy A. Williams-Brown; Cameron T. Jackson (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

Institution	Request
LA Tech	Request for approval to establish: <ul style="list-style-type: none">• UC STEM Education Studies• PBC Teaching in STEM Disciplines, Grades 6-12 Approved.
LSU Eunice	Request to change the name of the Division of Health Sciences & Business Technology to the Division of Health Sciences, Business Technology, and Public Protection & Safety to better reflect the programs offered. Approved.
McNeese	Requests to: <ul style="list-style-type: none">• Change the name of the BS in General Business Administration to a BS in Business Administration.• Change the degree designation for Academically Gifted Education from a GC to a PMC. Approved.
University of LA at Lafayette	Requests to: <ul style="list-style-type: none">• Change the name, degree designation, and CIP code of the BS Industrial Technology (BSIT, CIP 15.0612) to the BS Engineering and Technology Management (BSETM, 15.1501).• Change the name of the Department of Industrial Technology to the Department of Engineering Technology. Approved.

AGENDA ITEM IV.A.

Academic Affairs Policy 2.18 Gateway Mathematics and English Course Placement Requirements

Executive Summary

Traditional remedial models for preparing Louisiana students for college-level coursework in English and mathematics are keeping our students from moving forward in their postsecondary career; indeed, success in college-level mathematics in a student's first year has been empirically found to be a significant factor in their ability to complete a degree (Tennessee Board of Regents, Technical Brief No. 4 - Tristan Denley, December 2016).

In 2020, Louisiana was one of seven states awarded a strategy site grant from Strong Start to Finish (SSTF), an Education Commission of the States (ECS) project focused on developmental education reform. Louisiana's SSTF project, Louisiana Math Forward, aimed to provide the resources necessary for every institution to scale the co-requisite developmental education model. The data-driven reform aims to build momentum for postsecondary student success. The SSTF funding, supported by Ascendium, the Bill & Melinda Gates Foundation, and the Kresge Foundation, sponsored a five-part workshop series and technical assistant mini-grants for all public undergraduate institutions in the state. The funding also supported the early stages of the development of the proposed new college mathematics and English placement policy. The project and the proposed policy intersect seamlessly with the Regents Master Plan goal of improving student success through developmental education reform as a critical component to reaching our state's attainment goals by 2030.

In an update given to the Board at its October 2021 meeting, Regents staff shared a preliminary analysis of Louisiana data from Academic Year 20-21, which compared the performance of students taking traditional remedial mathematics with the performance of students taking a co-requisite mathematics course. For every 100 students who enrolled in remedial mathematics, 50 passed, 20 went on to take a college level mathematics course in the subsequent spring semester and 11 students passed the college level mathematics course. Conversely, for every 100 students who enrolled in a co-requisite mathematics course, 49 students passed the college-level mathematics course. These results mirror similar work in other states (University System of Georgia, Technical Brief – Tristan Denley, March 2021).

The revised policy is the outcome of two years of collaboration between Regents staff, faculty and other campus stakeholders, system leadership, and national experts to implement evidence-based reform. The policy aims to increase student access to gateway math and English courses and to improve student success through the elimination of prerequisite remediation.

This policy establishes uniform guidelines for the placement of students in entry-level, college-level courses in mathematics and English and is designed to:

- Increase the number of students who can access and successfully complete a gateway mathematics course and/or English course;
- Increase the retention and graduation rates of college students; and
- Remove systemic barriers to equitable access and outcomes for Louisiana's students.

This revised policy scaling the co-requisite model for placement into Gateway mathematics and English college level coursework is based on national best practices and is crucial to achieving Master Plan attainment goals. Access to just in time, supplemental co-requisite support will provide the needed access

and opportunity for success and remove barriers for all students in the state to complete their college-level mathematics and English requirements.

In addition to the Louisiana Math Forward efforts that involved more than 100 faculty from across the state, Regents staff have worked with officials from all the systems and institutions to ensure support for these policy changes and their implementation timeline.

STAFF RECOMMENDATION

Senior staff recommends approval of Academic Affairs Policy 2.18 Gateway Mathematics and English Course Placement Requirements effective beginning in the fall 2023 semester for mathematics courses and beginning in the fall 2024 semester for English courses.

Academic Affairs Policy 2.18
Gateway Mathematics and English Course Placement Requirements

Purpose:

This policy establishes uniform guidelines for the placement of students in entry-level, college-level courses in mathematics and English. It is designed to:

- Increase the number of students who can access and successfully complete a gateway mathematics course and/or English course;
- Increase the retention and graduation rates of college students; and
- Remove systemic barriers to equitable access and outcomes for Louisiana's students.

This policy is effective for mathematics courses beginning in the fall 2023 semester and for English courses beginning in the fall 2024 semester. However, any or all aspects of the policy may be implemented immediately.

General Requirements:

Institutions may not offer, or require students to take, a stand-alone mathematics or English course that the Statewide Articulation and Transfer Council (SATC) does not recognize as satisfying the mathematics or English general education requirement. Instead, all remediation should follow the corequisite learning support model. Students with corequisite support requirements as outlined below should be co-enrolled in sections of mathematics or English that satisfy general education requirements utilizing corequisite learning support.

Corequisite Learning Support:

Corequisite Learning Support is a strategy wherein students are placed directly into a gateway course accompanied by an aligned academic support course in the same academic term (the corequisite course). Each corequisite course will be a required course that provides a supplementary instruction experience dedicated to tasks that are connected to mastery of the skills and knowledge required for success in the material in the gateway course. The corequisite learning support course should include a curriculum and instruction that positively contribute to a student's academic mindset and develop non-cognitive skills that improve student learning. Whenever possible the gateway course and corequisite course should be taught by the same instructor and the corequisite course should be at least two credit hours, but not more than three credit hours.

Data Submission:

Institutions shall annually submit data to the Board of Regents for both mathematics and English general education courses, in the manner prescribed by the Board. The Board shall annually analyze and report on the data to ensure compliance with the policy and inform continuous improvement efforts.

MATHEMATICS

A. Enrollment in Gateway Mathematics

1. The first mathematics course each student takes shall be a gateway course aligned to the mathematics pathway for their declared or intended program of study. Students should enroll in their first mathematics course in their first academic year.
2. All students who do not meet the minimum standards for placement into a stand-alone gateway mathematics course **must** enroll in a corequisite support section as defined in this policy.
3. All institutions that enroll students with corequisite support requirements **must** provide sufficient capacity in corequisite gateway mathematics sections needed to meet the educational requirements of their students.
4. For students who demonstrate proficiency at a higher level than the gateway mathematics course, institutions may, at their discretion, place students in a course that is higher than the gateway course if that course fulfills the mathematics requirement for general education and their program of study.
5. The default placement for all students will be in an entry-level collegiate course with corequisite support UNLESS students meet minimum placement criteria as outlined below.

B. Minimum Placement Requirements for Gateway Mathematics

1. A student who meets none of the criteria listed below, or has no mathematics test score, has a corequisite support requirement in mathematics.
2. A student who meets one or more of the criteria listed below is exempt from the corequisite support requirement in mathematics but may still elect to enroll in corequisite support.
3. The criteria for exemption from corequisite support in mathematics are:

Placement Assessment	Minimum Requirement Gateway Mathematics
HS Cumulative GPA	≥ 3.0 on a 4.0 scale OR
ACT Math subscore	≥ 19 OR
SAT Math subscore	≥ 510 OR
ACCUPLACER NG	≥ 250 QRAS OR
ASPIRE	≥ 431 OR
ALEKS PPL	≥ 35 OR
LEAP 2025	Geometry Mastery or above OR
HiSET	≥ 15 on any subtest and ≥ 4 Essay OR
NRS Approved Assessments	\geq Level 6 OR
College transcript	Prior credit for a college-level general education math course

C. Institutional Responsibilities

1. An institution may set exemption criteria that are more stringent than the minimum mathematics placement requirements outlined in this policy.

2. An institution must enroll a student who has a mathematics corequisite support requirement in a corequisite section of the appropriate gateway mathematics course.
3. The gateway mathematics courses must
 - a. be courses that the Statewide Articulation and Transfer Council (SATC) recognizes as satisfying the mathematics general education requirement; and
 - b. be on the math pathway for the student’s program of study.

ENGLISH

A. Enrollment in Gateway English

- a. The first English course each student takes shall be a gateway course that satisfies general education requirements. Students should enroll in their first English course in their first academic year.
- b. All students who do not meet the minimum standards for placement into a stand-alone gateway English course must enroll in a corequisite support section as defined in this policy.
- c. All institutions that enroll students with corequisite support requirements must provide sufficient capacity in corequisite gateway English sections to meet the educational requirements of their students.
- d. For students who demonstrate proficiency at a higher level than the gateway English course, institutions may, at their discretion, place students in a course that is higher than the gateway course if that course fulfills the English requirement for general education and their program of study.
- e. The default placement for all students will be in an entry-level collegiate course with corequisite support UNLESS students meet minimum placement criteria as outlined below.

B. Minimum Placement Requirements for Gateway English

1. A student who meets none of the criteria listed below, or has no English test score, has a corequisite support requirement in English.
2. A student who meets one or more of the criteria listed below is exempt from the corequisite support requirement in English but may still elect to enroll in corequisite support.
3. The criteria for exemption from corequisite support in English are:

Placement Assessment	Minimum Requirement for Gateway English
HS Cumulative GPA	≥ 3.0 on a 4.0 scale OR
ACT English subscore	≥ 18 OR
SAT ERW subscore	≥ 500 OR
ACCUPLACER NG Writing	≥ 250 OR
ASPIRE	≥ 433 OR
LEAP 2025	English II Mastery or above OR
HiSET	≥ 15 on any subtest and ≥ 4 Essay OR
NRS Approved Assessments	≥ Level 6 OR
Faculty-assessed college-level writing sample	Minimum score established by institution according to standardized rubric

C. Institutional Responsibilities

1. An institution may set exemption criteria that are more stringent than the minimum English placement requirements outlined in this policy.
2. An institution must enroll a student who has an English corequisite support requirement in a corequisite section of the gateway English course.
3. The gateway English course must
 - a. be a course that the Statewide Articulation and Transfer Council (SATC) recognizes as satisfying the English general education requirement; and
 - b. be appropriate for the student's program of study.

AGENDA ITEM IV.B.

Academic Affairs Policy 2.23 Prior Learning Assessment

Executive Summary

Prior Learning Assessment (PLA) is a national best practice that supports students who entered the workforce without a credential seeking to return to college to earn their degrees. PLA is the process for evaluating knowledge and skills acquired outside of college in the workforce or military and then translating those skills into college credit. Nationally recognized forms of PLA include Advanced Placement (AP), College Level Examination Program (CLEP), Credit Exams, Experiential Learning, Portfolio Assessment, DANTES Subject Standardized Test (DSST), and American Council on Education (ACE) transcripts.

Vetted through the Statewide Articulation and Transfer Committee (SATC), this proposed policy (A.A. Policy 2.23) seeks to establish guidelines to be used by Louisiana's public postsecondary institutions to evaluate and award undergraduate credit that has taken place outside of the traditional learning environment. The proposed policy offers an overarching framework that covers the transparency of policy, acceptable forms of PLA, evaluation, transcription, and recording of PLA credit, and transfer and associated fees for students seeking PLA credit.

This proposed policy supports our Master Plan attainment goal of 60% by 2030, as Louisiana public postsecondary institutions will need to rely not only on the traditional college-going population of 18-21 but also on transfer students, near-completers, adult learners, military and veteran students, and the variety of experiences they bring with them.

STAFF RECOMMENDATION

Senior Staff recommends approval of Academic Affairs Policy 2.23 Prior Learning Assessment effective immediately.

Academic Affairs Policy 2.23: Prior Learning Assessment

The Board of Regents seeks to establish guidelines to be used by Louisiana's public postsecondary institutions for the evaluation and awarding of undergraduate credit for college-level learning that has occurred outside of the traditional academic learning environment. Regents aims to ensure students receive appropriate and tangible recognition for college-level learning acquired outside an institution to accelerate degree completion at a reduced cost to the student. A statewide policy governing the evaluation and transfer of PLA credits awarded enables institutions to provide a fair and transparent process for students.

The Board of Regents Prior Learning Assessment (PLA) policy will be used to grant undergraduate college credit, certification, or advanced standing representative of those non-traditional educational experiences toward further education or training.

This policy allows the institution to determine how PLA credit is earned and recorded while placing appropriate and measurable accountability. In every case in which PLA credit is awarded, the institution should ensure that the student's learning matches the learning outcomes of courses and is assessed based on the expectations of equivalent courses found in standard articulation tables such as the Louisiana Common Course Catalog and the Statewide Course Articulation Matrix. Whenever possible, credit equivalent to courses on the Articulation Matrix should be awarded.

Transparency of Policy:

It is incumbent upon institutions to ensure that this policy and all institutional policies governing the awarding of credit for PLA are clearly stated and publicized. Each institution must provide ease of access to and transparency of PLA policy and procedures for prospective and current students.

Institutional policies must:

- Guarantee timely and efficient evaluation of all student requests for PLA.
- Ensure that PLA policies and procedures are incorporated into admissions and other advising practices.
- Ensure that faculty who conduct prior learning assessments are appropriately credentialed and have adequate resources and training to conduct those assessments.
- Include a procedure for removal of excessive credits from a student's transcript that will negatively affect financial aid eligibility.
- When awarding credit to students who are veterans or military service members, the institution will reference the Joint Services Transcript (JST), DD-214 and/or transcripts from the Army/American Council on Education Registry Transcript System (AARTS), Community College of Air Force (CCAF), and Coast Guard Institute (CGI).

Acceptable forms of PLA:

- Standardized: Credit is awarded based on objective measures that have a uniform or standardized instrument designed to measure specific learning outcomes of the subject matter. Examples include, but are not limited to: AP, CLEP, IBC, DSST, and military exams or training.
- Non-standardized: Credit is awarded based on the evaluation of a portfolio of professional or life experience or based on a faculty-developed institutional challenge exam.

Evaluation and Transcription/Recording of PLA Credit:

The institution making the initial determination to award PLA credit (both standardized and non-standardized) is responsible for implementing the process for the evaluation and transcription of credit. Institutions may require additional information from the student, such as course descriptions and syllabi, official test scores, or evidence of work, to make the determination.

- **Standardized:**

Institutions must abide by the standards outlined in approved articulation tables governing the acceptance of standardized tests, such as ACE military guide and Regents AP/CLEP table.

- **Non-standardized:**

- Institutional exam
 - Student learning outcomes assessed by the exam should align with common course catalog learning outcomes.
 - Exams should be developed and evaluated by appropriately credentialed faculty with expertise in the field.
- Portfolios
 - Portfolio evaluation should be conducted by an appropriately credentialed faculty member or content expert in the field/discipline in which the credit is to be awarded.
 - The portfolio review process should align with the Council for Adult and Experiential Learning's (CAEL's) "Ten Standards for Assessing Learning"¹.

- 1) Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
- 2) Assessment is integral to learning because it leads to and enables future learning.
- 3) Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
- 4) The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
- 5) Assessment advances the broader purpose of equity and access for diverse individuals and groups.
- 6) Institutions proactively provide guidance and support for learners' full engagement in the assessment processes.
- 7) Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
- 8) Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
- 9) All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
- 10) Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.

Each institution shall maintain a clear policy or policies for evaluating and awarding PLA credit. Where credit will be awarded for courses offered by the institution, a student's prior learning must be evaluated according to the course description and learning outcomes based on the institution's course catalog and

¹ <https://www.cael.org/ten-standards-for-assessing-learning>

the Louisiana Common Course Catalog where appropriate. This credit should be transcribed according to previously established standards by the institution.

Transfer of PLA Credit:

Credit awarded for courses identified on the Master Course Articulation Matrix via PLA – both standardized and non-standardized – must be accepted by the receiving institution according to course equivalencies on the Matrix. Institutions may also accept credit for courses not on the Matrix.

Institutions receiving previously transcribed PLA credit cannot require duplicate documentation to award credit for PLA. Once PLA credit has been evaluated and posted on the college transcript according to the Louisiana Common Course Catalog, the Statewide Course Articulation Matrix, or other standing tables, it must be treated as transfer work.

Fees for Students Seeking PLA Credit:

The Management Boards should establish policies to limit the fees connected with credit for prior learning. Fees associated with the evaluation and transcription of a portfolio of prior learning should not exceed tuition for one credit hour per portfolio that is assessed. Fees for transcription of PLA credit should not exceed institutional fees for transcription of transfer credit. There should be no PLA fees for veterans, active military personnel, and their spouses and dependents. Costs associated with the awarding of PLA credit should be clearly posted.

Data Reporting:

Institutions shall annually submit data to the Board of Regents relating to the use of PLA at the institution in the manner prescribed by the Board. The Board shall annually analyze and report on the data to ensure compliance with the policy and inform continuous improvement efforts.