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AGENDA, ITEM V
LA Board of Regents
February 23, 2015 • XX a.m./p.m.
Pennington Biomedical Research Center

V. ACADEMIC AND STUDENT AFFAIRS

A. Academic Programs
1. Letter of Intent
   a. BSN (Nursing) – SUNO
   b. MAT (Grades 1-5) – SUBR
2. Proposed New Programs
   a. AAS in Polysomnography – SUSLA
   b. AS in Computer Science - BRCC
   c. MPA (Public Administration) – ULM

B. Centers of Excellence
1. CWE in Transportation Technology – BRCC (Reauthorization)
2. Advanced Manufacturing CWE – Delgado (New)

C. Transfer Report – SR 144

D. Developmental Education Pilot

E. Consent Agenda
1. Institute for Advanced Materials – LSU (Full Approval)
2. Routine Staff Reports
   a. Progress Reports for Conditionally Approved Programs/Units
   b. Past Due Reports
   c. Letters of Intent/Proposals in the Queue

AGENDA ITEM A 1 a
LETTER OF INTENT

SOUTHERN UNIVERSITY AT NEW ORLEANS
BACHELOR OF SCIENCE IN NURSING

BACKGROUND INFORMATION

Southern University at New Orleans (SUNO) requests Board of Regents' approval for a Letter of Intent (LoI) to create a Bachelor of Science in Nursing (BSN). The LoI was approved by the Southern University Board of Supervisors in September 2014. Over the past few months, Regents' staff has worked with SUNO representatives to discuss questions raised regarding the LoI.

STAFF SUMMARY

1. Description

The goal of the intended 122-credit hour BSN is to help meet the healthcare needs of greater New Orleans by providing a broad-based general education foundation along with exposure to all aspects of nursing care. The proposed curriculum would include liberal arts, natural sciences, nursing, research, technology, critical thinking, and clinical studies-related courses. The program would incorporate professional standards of care and performance, promote evidence-based practice, and advocate healthcare delivery that serves the community and advances the nursing profession.

Graduates would be prepared to take the national licensure examination, NCLEX-RN, after which they would be qualified for employment in a wide variety of healthcare settings. Additionally, the BSN degree provides the necessary foundation for students to enter into further graduate study programs. The curriculum will meet requirements of the Louisianan State Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC), both of which must also approve the program.

2. Need

There is a national shortage of nursing programs required to meet the workforce demand in the nursing field as a whole. Louisiana Center for Nursing data of 2013 (as provided by Louisiana State Board of Nursing) reported a shortage of full-time equivalent RNs with a variation in data by region (41,397 supply while the demand was 44,472). The report also projected a continuation of the shortage through 2020 for RNs in the regions of Baton Rouge, Lafayette and New Orleans. With the inclusion of the opening of the new hospitals and clinics such as the Veteran's Affairs and New Orleans East Hospitals in New Orleans, there are even more employment opportunities for BSN graduates.

Currently ten Louisiana public universities offer an undergraduate degree in nursing (Grambling, LSUA, LSUHSCNO, McNeese, Nicholls, Northwestern, Southeastern, SUBR, ULL, and ULM) and graduate a total of 1,400 nurses annually. Even though there is a shortage of BSN graduates, existing programs cannot meet industry demand because incoming class sizes cannot be increased due to accreditation requirements on student-to-faculty ratios, available clinical sites, and the number of faculty members available for direct supervision in the clinical setting. As a result, 30% of qualified applicants (which equates to 688 individuals) were not admitted into a BSN program (per 2013 data from the Louisiana Center for Nursing). SUNO's proposed program will open additional opportunities for individuals to pursue a nursing career and would be attractive alternative due to its location in an urban city where there is a high nursing demand.

3. Students

SUNO projects an initial enrollment of 15 students in Year 1 with that number increasing to 35 by Year 5 of program implementation. Five graduates are projected in Year 4, and 10 graduates by Year 5. The expectation is that some current Biology majors would change to the BSN. Interest in a BSN program has been expressed by potential students during SUNO advisement sessions and recruitment drives. In addition, many students who had pre-nursing or BS in Biology training at SUNO proceed to enroll in

nursing programs elsewhere since nursing is not a current program offering at SUNO. Such students could be retained if a BSN was offered by the university.

4. **Faculty, Resources and Administration**.

The proposed BSN would be a new program in the Department of Natural Sciences at SUNO and would complement existing biology, forensic science and mathematics degree programs housed in the Department. SUNO has strong programs in Social Work and in Addictive Behaviors Counseling and Prevention; if approved, the BSN would be the university's first (physical) healthcare degree offering.

While there are existing faculty who would contribute to the teaching of appropriate courses in the BSN curriculum, SUNO anticipates hiring a Nursing Program Director, three assistant professors with nursing credentials, two adjunct professors, and one simulation lab assistant. All nursing courses required of the proposed program's curriculum will have to be created, and clinical teaching sites will have to be established. SUNO has already engaged in conversations with New Orleans East Hospital and the Veterans Hospital in regards to establishing clinical teaching sites at these complexes.

An ultramodern New Science complex, approximately 98,833 sq. ft., funded by the Federal government, is currently under architectural design. Space allocation to the Nursing program is approximately 11,900 sq. ft. for classrooms and laboratories to conduct classes, conference rooms for seminars and guest lectures, various simulation laboratories, and other space usages. Equipment for the laboratories will need to be purchased.

5, **Accreditation**

SUNO will seek National League for Nursing Accreditation Commission (NLNAC) accreditation for the program, submitting its application as a candidate after it has received approval from Regents and the State Board of Nursing.

6. **Budget**.

As previously noted, in addition to utilizing existing faculty and infrastructures, the proposed BSN will require additional faculty and other resources in order to implement and sustain the program. Through Title III grant funds, approximately $300,000 is earmarked for equipment and supplies to jump start the program for Year 1. Other sources of revenue that have been identified by the campus to help offset the anticipate costs of the program include tuition and fees, state grants and contracts, and funds derived through a housing loan modification agreement.

STAFF ANALYSIS

The proposed program responds to high level interest and support expressed by healthcare industry leaders for a second BSN in the Greater New Orleans Metropolitan area. Letters of support indicate the willingness of these entities to engage in collaboration with SUNO in order to provide academic and clinical studies, hospital visits, simulation model studies and training, and internship opportunities. The program's curriculum appears appropriate for accreditation standards.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant <u>approval</u> of the Letter of Intent, contingent upon the Louisiana State Board of Nursing's (LSBN) approval of SUNO's Notice of Intent and Feasibility Study. A program proposal for a Bachelor of Science in Nursing will not be considered until the approvals are granted by LSBN.

AGENDA ITEM A 1 b
LETTER OF INTENT

SOUTHERN UNIVERSITY and A&M COLLEGE
MASTER OF ARTS IN TEACHING (Elementary Education Grades 1-5)

BACKGROUND INFORMATION

Southern University and A&M College (SUBR) requests Board of Regents' approval for a Letter of Intent (LoI) to create a Master of Arts in Teaching (MAT) – Elementary Education Grades 1-5. The LoI was approved by the Southern University Board of Supervisors in August 2014 as a Master of Arts in Urban Teacher Leadership. After being reviewed by Regents' staff and the Louisiana Department of Education, SUBR was informed that the proposed program should be designated as an MAT. With the support and endorsement of the campus and Southern University System, this is the degree designation that is now being pursued.

STAFF SUMMARY

1. Description

The intended MAT is designed to prepare elementary teacher-leaders to address the needs and challenges of students in urban communities. The goal of the program is to create a cadre of reflective educators who positively affect classrooms, schools, communities and school districts, as well as the national conversation about educational change. The curriculum will be designed to produce teachers who will remain in the classroom while assuming leadership roles in the schools and in the larger school community, with the explicit intent of preparing urban students to become college- and career-ready.

The basic structure of the proposed MAT will include 36 graduate credit hours to be completed within a cohort group over a period of two semesters and two summers. These credits will include a one-year residency in an urban school setting and the Southern University Mini-Laboratories (an informal setting aimed at providing early college and career exposure for urban students). Program components will be based on the requirements outline in Bulletin 746 (Louisiana Standards for State Certification of School Personnel), with emphasis on professional studies, leadership, action research, assessment, and issues in urban education. Courses will be delivered in traditional and hybrid formats.

2. Need

The US Bureau of Labor Statistics predicts a 16.8% increase in the number of teachers needed nationally by 2020. The Louisiana Workforce Commission anticipates the need for nearly 500 elementary and middle school teachers in the next three years and more than 1,000 by 2020 in the Regional Labor Market Area which includes Ascension, East Baton Rouge, East Feliciana, Iberville, Livingston, Pointe Coupee, St. Helena, Tangipahoa, Washington, West Baton Rouge and West Feliciana parishes.

Underperforming schools serving low income urban communities are particularly difficult to staff. According to a number of research studies, roughly 50% of all urban public school teachers nationwide leave their positions in less than three years, not because they do not want to teach, but because they feel inadequate to handle the special challenges of teaching in urban settings. However, according to national data, 85% of teacher candidates prepared in urban education residency programs similar to the one proposed remain in urban schools beyond the critical first three years.

Currently in Louisiana, ten public universities offer an MAT with certification in Grades 1-5. These existing MAT programs provide an alternative route for individuals from non-education backgrounds who hold an undergraduate or graduate degree and who wish to transition into teaching. The MAT proposed by SUBR is different in that the focus of this program is on preparing elementary teacher leaders who have specialized knowledge and practice for urban settings.

3. Students

The projected enrollment for the proposed program is approximately 20 teacher candidates per cohort. Recently SUBR participated in a recruitment fair for paraprofessionals in a local school district. The meeting yielded a database of approximately 200 prospective candidates with non-education degrees who were interested in pursuing a master's degree with a certification program. Additionally, conversations with administrators of the City Year Baton Rouge program, a program that places young people from around the country in local schools to serve as peer mentors, indicate that some of their corps members would be interested in such a program.

4. Faculty, Resources and Administration.

The proposed MAT would be housed in the Department of Curriculum & Instruction within the College of Education, Arts & Humanities. It would complement the existing undergraduate, graduate and post baccalaureate certificates in Education currently offered by SUBR.

Six faculty members in the Department of Curriculum & Instruction will provide instructional support for the proposed program; however, SUBR anticipates there will be the need to hire at least one additional faculty member and two adjunct instructors. Existing classroom facilities and library holdings are sufficient.

5, Accreditation

SUBR will seek accreditation with the Council for the Accreditation of Educator Preparation (CAEP), which "advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning."

6. Budget.

Projected expenditures associated with the offering of the proposed program include one faculty member; two adjunct instructors; and start-up marketing costs. The program is expected to generate sufficient revenues over the first five years through tuition and fees to render it cost-neutral.

STAFF ANALYSIS

The proposed MAT will certify teachers for Grades 1-5 who will have the knowledge and skills sets needed in order to positively and proactively respond to the demands, challenges and opportunities that teachers encounter in high-poverty, high-need schools. This approach is unique in that other MAT programs offered in the State do not provide such a focus. The program is a logical extension of current degree offerings and fits in well with the mission of SUBR. Program implementation is reasonable in cost.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant <u>approval</u> of the Letter of Intent to develop a proposal for a Master of Arts in Teaching (Elementary Education GR 1-5) at Southern University and A&M College.

AGENDA ITEM A 2 a
PROPOSED NEW ACADEMIC PROGRAM

SOUTHERN UNIVERSITY AT SHREVEPORT
ASSOCIATE of APPLIED SCIENCE in POLYSOMNOGRAPHIC TECHNOLOGY

BACKGROUND INFORMATION

Southern University at Shreveport (SUSLA) requests Board of Regents' approval to offer an AAS in Polysomnographic Technology (PSGT). The program was approved by the Southern University Board of Supervisors in September 2014. The proposal was received by Regents' staff in October 2014 and, since that time, staff has worked with campus representatives to address questions regarding the proposed program.

STAFF SUMMARY

1. **Description**

The AAS in PSGT is designed to provide graduates with the skills required to perform quality sleep studies and to work in comprehensive sleep centers located in hospitals and independent diagnostic testing facilities. Sleep medicine is a recognized sub-specialty involving several medical disciplines. Polysomnography is essential to the evaluation of sleep and involves the collection and scoring of physiologic measurements and applications of therapeutic interventions. A polysomnographic technologist is trained on the use of information technology equipment and direct observation of clients in sleep laboratories to document diagnostic data for the purpose of treating sleep disorders. The scope of practice of polysomnographic technologists enables them to work in hospital sleep labs, private sleep centers, laboratories for sleep-related breathing disorders, Durable Medical Equipment (DME) and industry research settings, and home environments.

SUSLA proposes a 62-credit hour curriculum consisting of combined didactic and clinical education. The curriculum is composed of courses such as neuroanatomy and physiology, neurophysiology of sleep, and respiratory care procedures, and includes 16 credit hours of clinicals which provides the student with patient contact in a sleep lab. It is consistent with requirements for the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the agency which accredits postsecondary education programs in 26 health science occupations.

Upon completion of a CAAHEP-accredited polysomongraphy program, graduates are eligible to sit for the Board of Registered Polysomnographic Technologist (BRPT) examination. Registration by the BRPT satisfies education/training requirements for licensure by the Louisiana State Board of Medical Examiners (LSBME). While there are currently multiple pathways for an individual to obtain a polysomnographic technologist license in the State of Louisiana, after 1 July 2017, an applicant will have to have graduated from a CAAHEP-accredited program like the one proposed by SUSLA.

2. **Need**

The field of sleep studies, or polysomnography, is experiencing tremendous growth, as illustrated by the significant expansion of the scientific knowledge base, the large increase in the number of clinicians practicing sleep medicine, and its recognition as an independent medical sub-specialty. There are multiple factors contributing to this growth, including improved recognition of the frequency and consequences of sleep disorders and an increase in the number of academic centers devoted to teaching and conducting research in sleep medicine. According to the National Sleep Foundation, over 82 million Americans suffer from sleeping disorders, including greater than 12 million Americans suffering from obstructive sleep apnea,

With the continuing annual growth in supply and demand of sleep labs, the need for credentialed, well-trained polysomnographic technologists is also increasing. Several sleep laboratories and healthcare

facilities (e.g., Knighton Medical Center Systems, The Sleep Center in Shreveport, etc.) located in the Bossier-Shreveport area have contacted SUSLA expressing their need for an educated workforce to meet their employment needs. Delgado Community College is the only Louisiana public institution of higher education offering an AAS in PSGT; there is no such educational opportunity of this kind in the Northern region of the State.

3. Students

Enrollment in the program will be limited to eight (8) students annually for the first five years of program implementation. With an expected retention rate of 80%, the program expects to produce a minimum of 25 graduates during the first five year period.

4. Faculty, Resources and Administration.

Professional courses within the curriculum would be taught by two new adjunct faculty members with experience in polysomnography who meet CAAHEP qualifications. A full-time program director will also be hired to oversee the proposed program and to provide instructional support.

The proposed program will make use of existing resources such as classrooms and laboratory areas, and there will be common usage of equipment and supplies currently in the existing Respiratory Therapy Program. Local sleep laboratories have expressed their willingness to be a member of the program's advisory board as well as to provide facilities for learning through clinical externships and experience in fully-equipped sleep laboratories.

The proposed PSGT program will be housed in the Division of Allied Health. No impact on campus administration is anticipated.

5. Accreditation

The proposed AAS in PSGT will seek specialized accreditation from CAAHEP.

6. Budget.

Modest costs (approximately $75K per year) are associated with developing the PSGT program to include: faculty salaries, equipment, travel and supplies. In addition to tuition revenue, the cost of the proposed program will be offset by Title III and Carl Perkins funds.

STAFF ANALYSIS

The proposed program responds to workforce demand in an area that should experience continuous growth. Currently, individuals that reside in the area surrounding SUSLA do not have the opportunity to pursue an associate's degree in polysomnographic technology. With the changing requirements for licensure in the State of Louisiana, many pathways currently available for licensure will no longer be an option and, as a result, individuals will need to enroll in and complete a CAAHEP-accredited program. The proposed program complements SUSLA's existing Respiratory Therapy program which will allow for the sharing of resources. The proposed curriculum is consistent with recommendations of the accrediting agency. Basic facilities and faculty in related disciplines are present, but additional technical faculty will be needed.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant conditional approval for the Associate of Applied Science in Polysomnographic Technology (CIP Code 51.0917), effective Fall 2015, at Southern University at Shreveport. By June 1, 2016 and annually, the campus will update the Board on program implementation, licensure rate, and progress toward accreditation.

AGENDA ITEM A 2 b

PROPOSED NEW ACADEMIC PROGRAM

BATON ROUGE COMMUNITY COLLEGE

ASSOCIATE of SCIENCE IN COMPUTER SCIENCE

BACKGROUND INFORMATION

Baton Rouge Community College (BRCC) requests Board of Regents' approval to offer an Associate of Science (AS) in Computer Science. The program was approved by the LCTCS Board of Supervisors in December 2014.

STAFF SUMMARY

1. Description

The proposed 60-credit hour Computer Science AS degree is an industry-linked program which prepares students for transfer into a Bachelor of Science (BS) Computer Science program as well as for careers as programmers, technicians, and specialists in the computer science industry. Students will receive training in problem solving through coursework in computer science, computer programming, natural sciences, and mathematics. The proposed program will be offered in a combination of face-to-face and online formats.

BRCC was authorized by the Board of Regents to offer an AS in Computer Science in 2008; however, the program was terminated in May 2013 due to its being identified as a low completer. BRCC is pursuing reinstatement of the program at this time for several reasons. First, there has been a leadership and organizational change at BRCC which will greatly benefit the program: computer science will be in the newly-created Department of Computer Science and Engineering, and the interim department chair, dean and vice chancellor are focused on its success. Second, the Industry Advisory Committee has been restructured and its members are more actively involved in aligning the proposed degree with workforce needs. And, third, Computer Science has been identified as a Tier One job in Louisiana because it is high skill, high wage and high demand. The Baton Rouge Chamber of Commerce (BRAC), which represents the nine-parish capital region, has issued a strategic plan that includes a goal to grow the Science, Technology, Engineering and Mathematics (STEM) workforce in the capital region; including Computer Science.

2. Need

The workforce need for more Computer Science graduates in the greater Baton Rouge area (as well as other areas of the state) has been clearly established. Louisiana is emerging as a hub for technology and software development as evidenced by companies such as IBM, GE Capital, EA and Gameloft establishing technology centers, studios and testing centers in the state. With them come high-quality technology jobs which require potential employees who have completed a degree in Computer Science.

The proposed AS in Computer Science will provide an avenue to those individuals who do not meet admission requirements at area four-year institutions. These students will have the ability to complete the AS in Computer Science and then transfer into a BS Computer Science program to attain a four-year degree. BRCC and LSU representatives have met to align courses and curricula, and plans are in place for Southern and Southeastern faculty to join in such discussions this semester. Once the degree is approved, BRCC will establish Memoranda of Understanding (MOU) with LSU, Southern and Southeastern. Letters of support to this effect have been provided by the partner campuses. Students who earn the proposed degree and choose not to pursue further education will have the necessary skill sets and knowledge to be competitive in the workforce for positions such as network technicians, client service representatives, information technology specialists, and networks operations specialists.

Southern University at Shreveport (SUSLA) is the only public institution in the State that currently offers an AS in Computer Science. Implementation of the proposed program would provide an opportunity for BRCC to serve its local community and the southern region.

3. Students

Students who do not meet admission requirements at area universities will be attracted to the proposed program. For example, approximately 30% of the students planning to major in Computer Science at LSU do not meet the requirements for entry into its program. Many of these students can complete BRCC's proposed AS in Computer Science and then transfer to LSU; much like many of BRCC's pre-engineering students. The proposed program would also be of interest to current BRCC students that declared the Associate of Science Louisiana Transfer degree as their program of study due to the absence of an existing Computer Science degree program.

BRCC projects an initial enrollment of 15 students, with that number increasing to 90 by the fifth year of program implementation. It is anticipated that the first graduating class would complete the degree in spring 2016. Completer numbers are projected to grow to 68 by spring 2019.

4. Faculty, Resources and Administration.

The proposed AS in Computer Science will be housed within BRCC's STEM Division, supervised by the Division Dean and Chair of the Department of Computer Science and Engineering. This program is not interdisciplinary or interdepartmental. Implementation of the program will not alter the administrative structure of the institution.

Library holdings are adequate to initiate the proposed program. No new facilities, remodeling or special facilities will be needed at this time. Special department strengths are no new courses need to be developed. All existing courses will support the proposed degree program. There is no need for new faculty to initiate the proposed AS degree program.

5. Accreditation

The proposed program will seek accreditation through the Accreditation Board for Engineering and Technology (ABET).

6. Budget.

The proposed program can be offered at minimal cost to the institution since it will be supported by existing courses, infrastructure and faculty.

STAFF ANALYSIS

The AS Computer Science program proposed by BRCC will allow students that successfully complete the degree requirements to either transfer to a university and continue their coursework to earn a Bachelor of Science degree in Computer Science or enter the workforce. The program curriculum was developed through a collaborative effort between BRCC faculty, IBM, Louisiana Economic Development and local universities. There has been much dialogue and discussions to ensure that the proposed program is aligned with industry needs and will facilitate a seamless transfer to area universities. The AS Computer Science responds to the growing technology sector in Louisiana which requires more computer science graduates.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant <u>conditional approval</u> for the Associate of Science in Computer Science (CIP Code 11.0701), effective Fall 2015, at Baton Rouge Community College. By June 1, 2016 and annually, the campus will update the Board on program implementation, to include relevant enrollment and progression data and progress toward accreditation.

BoR AGENDA ITEM A 2 c

PROPOSED NEW ACADEMIC PROGRAM

UNIVERSITY OF LOUISIANA AT MONROE

MASTER OF PUBLIC ADMINISTRATION

BACKGROUND INFORMATION

The University of Louisiana at Monroe (ULM) requests Board of Regents' approval to offer a Master of Public Administration (MPA). The Letter of Intent was approved by the BoR in August 2014, and the proposal was approved by the Board of Supervisors of the University of Louisiana System in October 2014. In accordance with Academic Affairs Policy 2.05, the proposal was reviewed by Dr. William McLean, MPA Director, Arkansas State University.

STAFF SUMMARY

1. Description

The central purpose of the proposed MPA is to produce graduates with the fundamental public management and policy analysis skills for professional careers in domestic and international organizations in the public, non-profit, and private sectors. The proposed MPA will be a 36-39 credit hour program, delivered in an online format only, featuring five concentrations: Administration of Health (ADH), Administration of Justice (ADJ), Administration of Education (ADE), Management (MGT), and Public Management (PMG). The MPA would begin with a common core of required courses to provide the prerequisite analytical skills and understanding of policy issues and governmental processes that frame the environment, regardless of whether the ultimate career goal is in the public or private sector. Students could then select a concentration which will allow them to specialize in a particular area of interest with its corresponding skill set. An internship component (3 credit hours) will be required of those students designated as pre-service. In his report, Dr. McLean states *"The proposed program fits well within the standards observed by the National Association of Schools of Public Affairs and Administration (NASPAA). The requirement that students, regardless of concentration, must take 18 hours of a set core to ensure that every student shares the same knowledge base and skill set is an absolute necessity."*

The proposed MPA is unique in that it will be the only 100% online MPA program offered by a public institution of higher education in Louisiana that will be open to any individual that meets admission requirements who might be seeking to move into or advance within the public sector. Southern University offers an online Executive MPA Program; however, the program only admits students with three (3) years of professional/managerial experience. Presently other institutions in Louisiana that offer an MPA (Grambling, LSU, UNO) are confined to meeting regional needs because their degrees are offered in a traditional classroom setting. Because the program proposed by ULM is online, it is not designed to compete with existing MPA programs in Louisiana; rather, it is designed to compete with other institutions outside of Louisiana that presently offer online-only degrees. This MPA is also unique in that it includes three concentrations (ADH, ADJ and ADE) not offered by the other in-state institutions currently offering an MPA.

2. Need

According to data provided by the Bureau of Labor Statistics and the Louisiana Workforce Commission, there is an above average growth projected at the regional, statewide, and national levels in jobs where individuals will need or be advantaged by an MPA degree. As a result, ULM's online MPA will meet a growing national labor and industry educational demand that will result in individuals achieving higher positions within their industries. In addition, ULM was recently awarded a multi-year grant (in partnership with the University of Mississippi and Arkansas State University) to coordinate the Delta Regional Authority's (DRA) Delta Leadership Institute (DLI) Executive Academy. The purpose of the DLI Executive Academy is to recognize, train, and develop leadership skills for public and private sector professionals across the Delta Region, defined by the DRA as an eight-state area that includes portions of Illinois, Missouri, Kentucky, Arkansas, Tennessee, Alabama, Mississippi and Louisiana. An online MPA would meet the educational

need of the 55 individuals currently participating in the DLI Executive Academy and over 300 past participants; participants have already responded positively to the idea of enrolling in an online-only MPA program from ULM.

3. Students

Students in the proposed program will come from communities inside and outside of Louisiana. The program will be of great interest to individuals in the region that are interested in pursuing an MPA but have been unable to do without looking to out-of-state opportunities. ULM also plans to target current and past DLI Executive Academy participants, as previously noted. The institution anticipates an initial enrollment of ten students, with that number increasing to 100 by the end of Year Five.

4. Faculty, Resources & Administration

The proposed MPA will be housed in the School of Behavioral and Social Sciences within the College of Business and Social Science. The program will be overseen by an existing faculty member affiliated with the political science program; this individual will be designated as "Coordinator of the MPA Program." In short, the vast majority of the functions of the MPA Program will be handled internally by Political Science, with some additional coordination required to ensure proper course scheduling and course rotation. The governance of the proposed program should not be an area of concern.

Existing library resources will be sufficient for program implementation. Because all courses will be offered online, there will be no need for classroom or laboratory space. The majority of the courses required of the proposed program are already offered by the institution and existing faculty from related programs (political science, gerontology, business, and education) will provide sufficient instructional support, though there may be the need for additional instructors should the response exceed enrollment projections.

ULM will seek accreditation upon immediate eligibility through NASPAA, the global accreditor of master's degree programs in the fields of public policy, public affairs, public administration, and public and nonprofit management.

6. Budget

Establishment of the proposed program will be relatively inexpensive in cost since current faculty can provide the majority of course instruction. The primary costs associated with the start-up include a new faculty member; minimal remuneration for existing faculty; and the addition of limited graduate assistantships. Revenue generated from the tuition and fees of the proposed program should be more than adequate to offset these anticipated expenditures.

STAFF ANALYSIS

The proposed program concept is designed to meet the growing need for individuals with an advanced degree in public management/administration. Since an online MPA is not offered in the State of Louisiana, the proposed program would be unique and would provide an educational opportunity currently not available. According to the external consultant*, "The proposed program of study is high quality and tractable in every sense of the word. The goals and outcomes defined in the proposal are realistic and desirable. There is a strong need for quality public and non-profit management training in the state and region and this program promises to deliver the product."*

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant <u>conditional approval</u> of the proposal for a Master of Public Administration (CIP Code 44.0401) at the University of Louisiana at Monroe. A progress report on program implementation, to include enrollment and completer data and progress toward NASPAA accreditation, is requested by July 1, 2016.

BoR AGENDA ITEM B 1
REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE

BATON ROUGE COMMUNITY COLLEGE
CWE in TRANSPORTATION TECHNOLOGY

BACKGROUND INFORMATION

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013 as the first Center of Excellence to be named under the Board's new policy. A report and proposal for continued designation as a CWE was presented to the Academic & Student Affairs Committee on 10 December 2014, but the request was tabled due to concerns about the lack of productivity and detail available about center operations and plans. (See attached.) In January, BRCC submitted a follow-up letter outlining significant actions to correct deficiencies and plans to meet all expected criteria to maintain Center of Excellence status.

STAFF SUMMARY

Phase I – Aviation. Of major concern was the fact that while the helicopter flight operations component is flourishing, the aviation maintenance component is either stagnant (no enrollments in the CTS/Airframe or CTS/Powerplant) or diminishing (CTS/Avionics decreasing from 4 to 2, with only 4 enrolled in Fall/2013).

- Without FAA certification, the Airframe and Powerplant programs cannot proceed. The two programs intended to begin enrollment in Fall 2014, but certification of the new programs was denied in summer 2014 due to inadequate space, equipment, and curriculum lesson plan development/specificity. BRCC hired a full-time permanent department chair in December 2014 who had previously worked with the FAA and is uniquely qualified to ensure that the program curricula meet standards. He is continuing negotiations with the Baton Rouge airport to acquire the necessary equipment and airport space. BRCC expects to achieve FAA certification and be in a position to begin program implementation (enrollment) in the Fall 2015 semester.
- BRCC is analyzing the Avionics curriculum for possible deletion of the CTS and incorporation of the major content into the other two CTS offerings. Curriculum decisions related to avionics should be completed in February.
- The Helicopter Flight Operations program is working well. The College expects 16 of the 91 students to graduate in May 2015. A full-time program manager began work in January, 2015.

Phase II – Automotive.

- Construction of the new state of the auto technology facility at Ardendale has begun and the land has been cleared. The project should be on track for completion in time for the Fall 2016 semester.
- The existing automotive technology program is being terminated and completely recreated to better meet industry needs and expectations. The automotive department chair had the input of service managers from 15 different dealerships to develop the new curriculum which will be submitted to the Board during the Fall 2015 semester in preparation for implementation in the new facility the following year. The new curriculum was developed using National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) standards.
- Industry partners continue to support the CWE's plans and strategy. In the last year the CWE received the following new donations:
    - Kenworth – a 2013 diesel semi truck (stored by a Kenworth dealer until the new building is ready), and a training cab, being delivered to the BRCC Hooper Road location for storage;
    - Caterpillar – 3 diesel engines, stored by Caterpillar until the new building is ready: one engine is fully functional, and two will be used for repair experience;
    - Hunter Engineering – over $400K in suspension and alignment equipment.
    - An advisory committee will be formally activated over the next year.

STAFF ANALYSIS

The designation of BRCC's Transportation Technology programs as a *Center of Excellence* was premature, as critical component parts are only now being developed and will not actually begin enrolling students until Fall 2015 (aviation) or Fall 2016 (automotive). The aviation maintenance components cannot proceed without FAA certification, initially denied because the original plan was incomplete. The previous automotive program was graduating students but was not meeting the industry's needs, but there is evidence of partnership and involvement with industry in development of the new automotive program for the new training center.

BRCC is committed to the continued development and sustainability of the CWE in Transportation Technology. The institution has department chairs in place who are focused on getting the programs up and running. Staff believes that the *potential* for excellence in the aviation and automotive technology components remains very real and that terminating the CWE designation until component programs are productive would negatively impact the one productive element (helicopter operations). Because there is a reasonable plan for Phase I implementation, staff recommends that the designation remain provisional and progress be monitored closely for such key elements as: FAA certification; enrollment; completer and employment details; site development; indications of industry confidence; and progress toward accreditation and NATEF certification. If, by Fall 2015, all programs in Phase I do not have students enrolled and evidence of being on track to produce at least 8 completers per year within a reasonable time, staff will probably recommend discontinuation of the CWE in Transportation Technology, with the anticipation of a proposal for a new CWE in Automotive Technology when Phase II is established and producing graduates.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant approval of continued, provisional designation of the <u>Center for Workforce Excellence in Transportation Technology</u> at Baton Rouge Community College, with a progress report and proposal for continued designation as a CWE due by 30 October 2015.

REAUTHORIZATION of a CENTER for WORKFORCE EXCELLENCE

BATON ROUGE COMMUNITY COLLEGE
CWE in TRANSPORTATION TECHNOLOGY

BACKGROUND INFORMATION

The Center for Workforce Excellence (CWE) in Transportation Technology at Baton Rouge Community College (BRCC) was conditionally approved by the Board of Regents on 26 June 2013, following advanced publicity and accolades from the Governor's office. It was the first Center of Excellence to be named under the Board's new policy. A report and proposal for continued designation as a CWE was due by 1 August 2014. BRCC did submit a report in August but continued to revise it through November with information to specifically address the Center's work and progress.

STAFF SUMMARY

Description

BRCC's CWE in Transportation Technology was planned as a two-phase endeavor. Phase I/Aviation included: certificates in avionics, airframe structure & systems, and power plant/engine maintenance; and an AAS in helicopter pilot operations with four certificates for FAA certification (private, commercial and instrumentation pilot, and flight instructor). Phase II/Automotive involved building a world class, state-of-the-art automotive training facility at BRCC's East Campus in the "Smiley Heights" area to deliver National Automotive Certification training addressing every facet of automotive technology for initial and refresher certification.

Activities

Outside of helicopter pilot operations, the CWE/Transportation Technology has had a relatively slow start.

- In Fall 2013, 23 students enrolled as majors in the new AAS/Helicopter Pilot Operations, and by the end of AY 2013-14, 14 private pilot certifications (CTS) had been awarded. BRCC faculty, with Guidance Aviation, is exploring curriculum revisions to possibly add an area of concentration to prepare students to meet industry needs for non-flight related aviation personnel.

- The CTS/Aviation Maintenance Technician—Avionics, on the CRIN since May 2011, had four graduates in 2012-13, but only four majors and two graduates in 2013-14. Airframe and Powerplant, the two aviation maintenance CTS offerings rounding out the aviation technology program component, were approved by LCTCS in May 2013 for implementation in the fall, but the FAA denied initial certification due to issues with both the curriculum and the facility. The curriculum has now been revised; BRCC is working with the Baton Rouge airport to identify a facility/hangar that meets FAA standards, and then will reapply to the FAA. Certification is expected by the end of spring 2015, with implementation expected in the Fall 2015 semester.

- Construction at the Ardendale (Smiley Heights) auto technology site is expected to begin in January 2015 and be ready to receive students for the Fall 2016 semester. The new facility will house the Automotive Technology and Diesel Technology programs, designed to meet or exceed the National Automotive Technician Education Foundation (NATEF) requirements. Students will be prepared for the eight certification exams required to become an Automotive Service Excellence (ASE) Master Automotive or Diesel Technician.

- BRCC had planned to use Capital Area Technical College (CATC)'s existing automotive program as a feeder into the CWE's specialized training, but an internal program review revealed a need for curriculum revision and renewal of credibility within the industry; the automotive program is being completely revised and updated. The new technical diploma curriculum will combine courses of related content, compressing content into 15 required courses and will better prepare students for the competencies to meet all of the NATEF master technician certification standards.

Resources and Administration

The recently hired Dean of Transportation Technology reports directly to the Vice Chancellor for Academic Affairs and has been actively involved in program review and curriculum development with the department chairs and faculty of the Automotive Technology and the Avionics, Airframe and Powerplant programs.

External Support and Collaboration

The Center has contacted prospective members to establish two advisory boards: one (3 members) for aviation, and one (14 members) for automotive programs, and the college reports that meetings are expected to begin during the current (2014-15) academic year. Five letters of support were included with the request for continuation. The authors wrote of the public partnership as an economic driver in workforce development for the aviation community, anticipation of the automotive training facility idea coming to fruition, and appreciation for future partnership possibilities and opportunities to provide training once the building is completed. All Star Automotive has identified four cars that will be donated, and Caterpillar has pledged to donate two large diesel engines as planning continues in the design of the automotive facility.

STAFF ANALYSIS

The designation of BRCC's Transportation Technology programs as a *Center of Excellence* may have been premature, as component parts had little or no history of productivity, basic program development and revision is ongoing, and implementation of major program components may not begin until Fall 2016. Helicopter pilot training offered by Guidance Aviation, a third party vendor, is the only actively productive element at this time. Since its initial designation as a Center for Workforce Excellence, the automotive and aviation technology portions (except avionics) of the Center's work have not been able to enroll students as the faculty conduct unanticipated but much needed curriculum redesign. It may be another two to three years before BRCC's plans are realized and the CWE begins to actually demonstrate performance excellence. Staff believes that the potential for excellence in the automotive and aviation technology portions remains very real, but that the designation should remain provisional and progress should be monitored closely.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of continued, provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a report and proposal for continued designation as a CWE due by 1 October 2015 and annually thereafter until fully approved.

COMMITTEE ACTION, 10 December 2014

Committee members raised concerns about continued designation of the CWE because the aviation component of Phase I is not productive and the automotive portion has not begun. There was also discussion that CWE designation may be appropriate in regards to the helicopter operations portion since there was demonstrated progress in that area and center of excellence status was necessary for BRCC to maintain a different tuition and fee structure for the helicopter operations programs. Dr Denby offered to meet with the college and LCTCS to develop an alternate recommendation. The Committee then moved as follows:

On motion of Regent Dupré , seconded by Regent Wiley, the Committee moved to recommend that the Board of Regents table the request for provisional designation of the Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College until staff can return with a revised report and proposal.

BoR AGENDA ITEM B 2
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE (CWE)

DELGADO COMMUNITY COLLEGE
ADVANCED MANUFACTURING & TECHNOLOGY CWE

BACKGROUND INFORMATION

Delgado Community College (DCC) requests Board of Regents' approval of an Advanced Manufacturing & Technology Center for Workforce Excellence. A *Center for Workforce Excellence* (CWE) partners with business and industry to provide top quality education and training programs to meet defined workforce training needs. The proposal was originally approved by the LCTCS Board of Supervisors in March 2014. After extensive discussion, a revised proposal was forwarded to the Board of Regents in December 2014.

STAFF SUMMARY

Description

Delgado proposes the creation of a world-class Advanced Manufacturing & Technology Center for Workforce Excellence through which it would offer a broad range of credit and customized, noncredit training programs to meet the needs of local and regional business and industry partners. Where component offerings are currently offered in four campuses/sites of the College, the proposed CWE would be located in one signature site to be built in Delgado's River City Campus in the Churchill Technology and Business Park in Jefferson Parish. The new building, expected to be completed in mid to late 2016, will house advanced manufacturing and technology related activities in a one-stop shop with state-of-the-art equipment and cutting-edge technology. The CWE would provide quality, flexible, accessible, and responsive curricula and training that are critical to the sustainable, long-term needs of the advanced manufacturing industry. Local industry leaders look to Delgado to provide the training and certification they need to expand the workforce in this critical area.

The College would offer eight manufacturing/technology programs aligned under a center of advanced manufacturing. Delgado leads the state in the engineering technology components (*CADD, and Electronics Engineering and Electronics Service Tech). Manufacturing programs are beginning to gain momentum.

- ∗ Computer Aided Design and Drafting (CIP151301) A CTS and AAS make up the long-standing CADD training program with a 3-year average of 17 completers in the AAS and 34 in the CTS. Nine other institutions offer similar programs, but Delgado leads the state in CADD productivity.

- • Commercial / Industrial Electrical (CIP460302). CTSs in Commercial and in Small Industrial Electrician were added to the CRIN in 2013. Three students earned the new CTS/Commercial Electrician in 2013-14. Similar programs are offered by nine other institutions, with Sowela leading the state by averaging 41 completers in its TD/Industrial Electrician.

- ∗ Electrical-Electronics Engineering Technology (CIP 150303).This unique AS degree prepares students to become engineering technicians in a field predominated by bachelor's degree programs. Delgado averages 12 completers and reported 230 majors in Fall 2013.

- ∗ Electronics Service Technology (CIP 150401). Graduates of this unique AS degree troubleshoot and service computers and electronic equipment. With 67 majors in 2013, Delgado averages 9.7 completers.

- • Industrial Maintenance Technology (CIP470303). This CTS was added to the CRIN in 2014. Eight other institutions offer similar programs, with the strongest at BPCC and NWLTC.

- • Logistics Technology (CIP520203). This unique CTS, on the CRIN since 2004, covers basic inventory management, material movement and safety. No students have completed the program in the last five years, but nine were reported as enrolled in Fall 2013.

- • Precision Machining (CIP480501). A CTS in Precision Machining was added in 2014 in place of three related CTSs that together had 19 total completers in 2013-14 and a combined 3-year average of 8. Delgado is seeking certification as a National Institute for Metalworking Skills (NIMS) for the new CTS.

- • Welding (CIP480508). Three CTSs have produced a total of 4 completers over the last three years. The state's largest producer is Capitol Area Technical College with a 3-year average of 215 completers, followed by South Louisiana CC (84 average) and LA Delta CC (62 average).

Need and Benefits

The greater New Orleans area is gearing up for an "energy boom" that will have a direct link to the advanced manufacturing industry because it drives job growth in metal fabrication, machinery and ongoing maintenance. Letters of support from nine area businesses, associations and consortia noted that full development of the CWE will substantially help address the needs of industry in the area and in Southeast Louisiana. As the president of the Harvey Canal Industrial Association wrote, "… addressing needs of employers in a local labor market is the most cost effective and efficient way to grow local jobs." The human resources director at Laitram observed that "…the ability of Delgado and other schools to attract and train the skilled workers that employers need is dependent on the resources and programs they can provide." Laitram partners with Delgado to employ students as apprentices and interns, thus accessing a consistent funnel of skilled workers while agreeing not to employ the students full-time if they leave school before completing the curriculum.

External Support and Collaboration

Since 1921, Delgado has been a training leader, including customized programs for Avondale Shipyards which recently closed. In the aftermath of Hurricanes Katrina and Rita, Delgado pulled back on credit-bearing manufacturing programs but continued to provide customized, noncredit training for local businesses, including Bollinger Shipyards, Conerstone Chemical, Dyno Nobel, Laitram, Lockheed Martin, and the New Orleans Sewerage & Water Board.

Through public and private partnerships, over $25 million has been dedicated to the expansion of Advanced Manufacturing and creation and continued operation of the proposed CWE. In 2010, the US Navy pledged $10 million for continued training in maritime industry trades after Avondale shipyard closed. In addition to the $10 million bond issue authorized through Act 360 (of 2013) to build the building, $880K in Rapid Response grants, and $78.5K in Perkins funding, support for CWE programming has been secured from several external sources, including:

- $2.5 million TAACCCT grant for advanced manufacturing training (US Dept of Labor, 2014-2018)
- $1.5M from General Electric to support training of 1000 workers over 4 years
- $100K from Praxair, Inc., for welding scholarships to train 24 students.
- $35K from Avondale/Huntington Ingalls: 30 pallets of welding rods, wires, and coupons.

Delgado has partnered with economic and community development agencies in assessing need and planning for advanced manufacturing training, including GNO Inc, LA Workforce Commission, Workforce Investment Boards in four parishes, the City of NO Workforce Development Office, and The New Orleans Business Alliance.

STAFF ANALYSIS

With $25 million in combined funds from private, state and national sources, Delgado is building a new facility to consolidate, strengthen and expand its program offerings in advanced manufacturing and technology. The College has asked to establish a Center for Workforce Excellence in Advanced Manufacturing and Technology based on the potential for excellence and the number and range of entities looking to the college for workforce training. AcAf Policy 2.05A states that, "Though not necessarily the only source of education, training, research, and/or economic development in the topical area, the Center is recognized as uniquely strong in its focal area." Delgado is not strong in advanced manufacturing yet, but with the new training center and its prospective source of students, it has great potential to become strong. The policy addresses exceptional circumstances by which an applicant with a strong proposal based on other components "may be granted conditional Center status on a year-to-year basis until it can provide evidence of …strength …and viability …of its component programs." Before designation as a CWE, Delgado should be able to demonstrate its potential for excellence through strong enrollments and increasing numbers of completers in its advanced manufacturing program offerings, particularly the eight CTSs that in 2013-14 reported enrollment in only four and completers (five, total) in three.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents postpone action on the proposal to establish a Center for Workforce Excellence and grant conditional approval of a Center for Advanced Manufacturing & Technology at Delgado Community College, with a request/proposal for continued designation as a Center, or for initial CWE designation, due by 1 June 2016.

Agenda Item C

Transfer Study - Report for SR 144

Background

During the 2014 Regular Session of the Louisiana Legislature, Senate Resolution (SR) 144, authored by Senator Conrad Appel, requested that the Board of Regents and the postsecondary education management boards collaboratively conduct a comprehensive study of articulation and transfer. In preparation for the study, the Statewide Articulation and Transfer Council, which consists of members representing each of the four systems, private universities (LAICU), and the Louisiana Department of Education met to discuss definitions and parameters for the requested study elements. It was decided that the data should concentrate on the years since initial implementation of the Louisiana Transfer Degree and other elements of Act 356 of 2009. The report examines student data from Academic Years 2010-11 through 2013-14.

The study focuses on transfer activity and performance of students moving from a 2-year (college) to a 4-year (university) during the designated time period. Regardless of when or where an individual first entered postsecondary education as a first-time freshman, or in how many different institutions s/he may have been enrolled, or how long a period passed between enrollments, student data was included for: (1) the *last* term of enrollment at the college; and (2) the *first* term of enrollment at the university. The sample included degree- or credential-seeking students whether or not they had identified a major area of study. Using the selection parameter of students with a last college enrollment followed by a university enrollment, semester records of 10,192 students from the academic years 2010-11 through 2013-14 were included in the dataset.

The study is attached. Among the findings described are the following observations:

- Among total first-time-in-college (FTIC) students, more students move from a 4-year to 2-year institution than from a 2-year to 4-year, but they also move among same-level institutions.

- Demographically, transfer students are a reflection of the general undergraduate population.

- Choice of university is likely to be influenced by geographic proximity: transfer students tend to enroll in institutions that are located relatively near to where they had previously enrolled.

- Among the 10,192 college to university transfer students in the study, the most common major in college (2-yr) was Liberal Arts (General Studies or Louisiana Transfer), followed by Health Professions and Business/Management. When they enrolled at the university (4-yr), the most common majors were Health Professions, Business/Management, and Education (Teaching).

- Students' grade point averages (GPA) tend to decrease slightly upon transfer, but the students who transferred with more earned hours tended to perform better in their first university semester.

- Students who transferred with a credential—either associate degree, diploma, or certificate— performed slightly better in their first term at the university than those with no credential.

- 35 percent of the students moved from college to university after earning less than 30 credit hours, and another 30 percent transferred with 30-60 credits. As the Master Articulation Matrix primarily contains general education and introductory courses, the bulk of the courses completed by students in this study would have been covered by the matrix and common course numbering.

- Information and guidance are critical to transfer students' success. Information about curriculum paths, course options, and program requirements should be clear, readily available, easily found, and common knowledge among staff and students at colleges and universities alike.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant approval of the response to Senate Resolution 144 and authorize the Commissioner to submit the report to the Senate and House Committees on Education on behalf of the Board of Regents.

Louisiana Board of Regents

TRANSFER STUDY

In Response to Senate Resolution 144, 2014 Regular Session of the Louisiana Legislature

BACKGROUND

A growing number of students in the United States no longer follow a traditional path from postsecondary entry to degree at a single institution. National studies have revealed that one third of all students change institutions at some time before earning a degree[1]. Rising admissions standards at 4-year institutions, increasing tuition, the enrollment of more non-traditional students (older, married, working while in college), and an overall increase in the mobility of Americans in general have likely contributed to these national trends.

In the past decade, a number of policy initiatives in Louisiana have increased the likelihood of transfer, especially among undergraduate students who wish to earn a baccalaureate degree. In 2001 the Louisiana Board of Regents (BoR) established minimum criteria for admission to public universities, effective in 2005, in the Master Plan for Public Postsecondary Education. Implementation of university admission standards has resulted in an increasing number of students beginning college at a 2-year institution when their long-term goal is a baccalaureate degree. To streamline the process and provide clearer pathways for the increasing number of transfer students, Act 356 of the 2009 Regular Session called for several statewide efforts, including the creation of the Statewide Articulation and Transfer Council, to coordinate and monitor the implementation of articulation and transfer programs and agreements to facilitate the transfer of credits between and among public postsecondary institutions.

As programs to support transfer and articulation efforts grow, many questions remain regarding the nature and extent of transfers taking place (e.g., who transfers and at what point; what institutions are students transferring to and from; how do they perform after transfer; etc.). Senate Resolution 144 (SR 144) of the 2014 Regular Session, authored by Senator Appel, urged and requested the BoR and the postsecondary education management boards to "collaboratively conduct a comprehensive study of articulation and transfer policies and practices in the state's public institutions of postsecondary education" (Appendix A). The resolution included 18 items to be addressed in the study.

Though undergraduate student enrollment is increasingly fluid among and across institutions, this report examines the transfer phenomenon across Louisiana public postsecondary institutions, specifically focusing on student transfers from a 2-year college to a 4-year university. Using that sample of the transfer population, this report addresses, to the greatest extent possible, the questions outlined in SR 144 in an effort to empirically understand 2-year to 4-year transfer patterns across Louisiana's public postsecondary institutions. Because the topics were interrelated, they were collapsed into four broad categories:

1. A conceptual and operational definition of transfer (SR Item 1)
2. Transfer patterns and characteristics of transfer students (SR Items 2-5)
3. The academic performance of transfer students (SR Items 6-15)
4. Strategies to facilitate and maximize the seamless transfer of credits and to overcome barriers that prevent the full implementation of ACT 356 of 2009 (SR Items 16-18)

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[1] National Student Clearinghouse Research Center, "Transfer and Mobility: A National View of Pre-Degree Student Movement in Postsecondary Institutions," February, 2012.

DEFINITION OF TRANSFER

The standard definition of a **Transfer Student** is a student who enrolls at an institution for the first time who has previously attended another postsecondary institution. It includes students who are (1) enrolled for the first time at a college or university, and (2) attended college somewhere else, after completing high school. The student may or may not transfer credits from courses taken at other institutions; the fact of previous enrollment is the determining criterion. While this definition is considered the "standard" (National Center for Education Statistics, IPEDS) definition of student status, it is somewhat narrow in scope and does not fully capture transfer activity.

- The standard definition does not include Entering Freshmen, who are students who have never attended any college (or other postsecondary institution) after high school. *Entering* freshmen may include students enrolled in the fall term who actually attended (any) college for the first time in the prior summer term, as well as students who entered with advanced standing or college credits earned before graduation from high school.
- It also does not include Visiting Students, which are students enrolled in one or more courses being taught by the institution, but whose home institution is another campus *or high school*. Any student who is visiting a campus (e.g., cross-registered, cross-enrolled, dual-enrolled, concurrently enrolled, summer only, etc.), by formal or informal inter-institutional cooperative programs or agreements, would be coded as *Visiting.*

By the "standard" definition, a student who graduated from high school and (1) started at McNeese in the fall, (2) moved to Sowela for the spring semester, and (3) returned to McNeese the following fall, would be coded as (1) a freshman at McNeese the first fall; (2) a transfer at Sowela; and (3) a readmitted student–not a transfer--at McNeese when s/he returned there after enrolling at Sowela.

Conceptual and Operational Definition of Transfer

This study broadens the standard definition of transfer to allow for a more comprehensive understanding of the nature and extent of who, where, and how students transfer. Thus, for purposes of this study, a transfer student was defined as any student who had enrollment records at both a college (2-yr) and a university (4-yr) during a designated period of time, but not as a visiting student. This study focuses on transfer activity and performance of students moving from a 2-year (college) to a 4-year (university) during the period from Academic Year 2010-11 through 2013-14. Regardless of when or where an individual first entered postsecondary education as a first-time freshman, or in how many different institutions s/he may have been enrolled, or how long a period passed between enrollments, student data was selected and included for: (1) the *last* term of enrollment at the college; and (2) the *first* term of enrollment at the university.

TRANSFER PATTERNS and STUDENT CHARACTERISTICS

Transfer Patterns

An examination of General Transfer Patterns begins with all enrollees in the BoR student data system when they start their postsecondary education as a first-time in college (FTIC) student at a (public) college or university. Subsequent years capture the number of FTIC students that enroll (i.e., transfer) at a different institution, and the level of institution at which they enroll.

The Cohort Transfer Patterns table, below, takes full-time and part-time FTIC cohorts that began in 2010, 2011, and 2012 in either a college (2-yr) or university (4-yr) and counts each time a cohort member enrolled in a different institution between 2010-11 and 2013-14.

- *Unique Count of Transfers (any time)* = the number of students who transferred (enrolled at a different institution) at any time during the years listed; students who transferred several times are counted only once.
- *Cumulative Count of Transfers (over time)* = the sum of enrollments at different institutions; these numbers are larger than the unique counts because of the 'swirling' of some students who move among institutions more than once.
- The *Cohort Year* includes the fall and spring semesters and winter term, so it is not uncommon for a student to be a member of a cohort and transfer in the same academic year.
- The columns (*2010 Transfer 2-yr; 2010 Transfer 4-Year*) indicate the type of institution to which a student in the cohort transferred, e.g., cohort members moved to either a college or university.
- The *2013 Transfer 2-yr* column numbers are inflated by a change in the BoR curriculum inventory (CRIN) to combine individual LCTCS campuses into several colleges, which would make it appear that students enrolled in a different institution when in fact only the college's identification code in the student reporting system was changed.

Table 1. Cohort Transfer Patterns

FTIC Cohort Year	FTIC Inst Level	**Unique** Count of Transfers (any time)	**Cumula-tive** Count of Transfers (over time)	2010 Transfer 2-Yr	2010 Transfer 4-Year	2011 Transfer 2-Yr	2011 Transfer 4-Year	2012 Transfer 2-Yr	2012 Transfer 4-Year	2013 Transfer 2-Yr	2013 Transfer 4-Year
2010	2-Yr	3,423	3,586	122	102	726	680	520	585	402	449
2010	4-Yr	4,325	4,638	324	203	1,236	819	799	459	469	329
2011	2-Yr	2,757	2,838			111	93	687	633	*746*	568
2011	4-Yr	3,712	3,921			302	227	1,235	723	879	555
2012	2-Yr	1,770	1,790					162	59	*1,039*	530
2012	4-Yr	2,511	2,588					346	208	1,226	808

The table illustrates a number of student behaviors that are counterintuitive. For example:

- More students transfer from a university (4-yr) to a college (2-yr) than from a college to university.
- Students do not stay in the same level of institution: they are as likely to transfer from one college (2yr) to another as from a college to a university (4yr).
- Students do not necessarily stay at one campus for a full year before transferring, e.g., the 2010 cohorts show movement in 2010.
- There is a surge of transfers in the second year, particularly among the university (4-yr) cohorts, and particularly from university to college. This may reflect students adjusting to college demands, e.g., by moving closer to home or to a different institution to work on strengthening their GPA. The college (2-yr) cohorts also show a surge in movement in the second year, with slightly higher numbers transferring to other colleges than to universities.

Commonly reported transfer statistics, which more typically focus on full-time cohorts and fall-to-fall enrollments, do not represent all students or reflect the degree of movement within the student body.

Study Sample

Because of the "swirling" patterns of student enrollment, which include opportunities to concurrently enroll in online and residential courses offered by multiple institutions, thousands of students transfer or bring in transfer credits from year to year. For example, LCTCS conducted an experiment by which it sent a file to the National Student Clearinghouse (NSC) that included 111,155 students who had been enrolled in any course at LCTCS institutions at any time (summer, fall, or spring semesters) during 2012-13. NSC found and matched a total of 11,412 enrollments in institutions across the country in 2013-14, including 7,905 in Louisiana public postsecondary institutions ranging from the LSU Health Science Centers (230 enrolled in the Schools of Allied Health, Dentistry, Nursing graduate programs, etc.) to Southeastern Louisiana University (1,131). The NSC numbers included students enrolled at 2- and 4-yr institutions concurrently, as well as those who had enrolled in an LCTCS course in 2012-13 and moved on in 2013-14.
To examine student characteristics, performance and achievements at both the sending and receiving institution, as the legislature requested for this report, the BoR limited the transfer sample to degree- or credential-seeking students moving from 2-year (college) to 4-year (university) institutions, whether or not they had identified a major area of study. Using the operational definition of transfer described earlier and the study selection parameter of choosing students by the last college (2-yr) enrollment followed by a university (4-yr) enrollment, over 25,000 records between 2004-2013 were identified. At the recommendation of the Statewide Articulation and Transfer Council, the study focused on data from the academic years 2010-11 through 2013-14.

Number of Students that Transfer

For this study, it did not matter whether the student originally enrolled at a 2-yr or 4-yr institution; the trigger was that the student was enrolled in a college and moved to a university at a regular semester during the four-year period of the study. As an example, students last enrolled in the fall or spring semester at a college in 2010-11 were included if they subsequently enrolled at a university at any regular term (fall, spring, or winter) in 2010-11, 2011-12, 2012-13, or 2013-14. A total of 10,192 individual student records were identified with enrollment at a college and subsequent enrollment at a university during the period and were included in the study. Thirty percent of the students had an earned credential from the college from which they transferred.

Table 2. Study Sample, by Year

Last Enrolled in 2-Yr College	Count
2010	2,880
2011	2,957
2012	2,877
2013	1,478
Total	10,192

Table 3. Study Sample, by Earned Credential

Credential Earned, 2-Yr	Count
Associate	2,327
Diploma	150
Certificate	518
None	7,197
Total	10,192

Institutions To and From Which Students Transfer

The question of where students transfer to and from is likely to be a matter of geographic proximity. That is, students who transfer from colleges to universities *tend* to enroll in institutions that are located relatively near where they had previously enrolled. For example, the majority of students who transfer from Delgado Community College enroll at UNO, Southeastern, and SUNO. Likewise, the majority of college students who transfer to UL Lafayette came from South Louisiana Community College (SLCC) or

LSU Eunice (LSUE). As a flagship tends to draw students from a larger area, the majority of LSU's college transfers in this study came from Baton Rouge (BRCC), LSUE, and Delgado.

Colleges with the largest student populations tend to have the largest number of students transferring to universities each year, though the transfer numbers are also influenced by regional needs, programs and actions at both the college and university. For example, Bossier Parish (BPCC) has a strong history of collaboration with Northwestern, LSU Shreveport, Grambling, and LA Tech, making it second in number of transfers though it was third in total enrollment at 2-year colleges. Likewise, Southern Shreveport (SUSLA), while 9th in size, is 6th in transfers because of its *Southern Connect* program in the Southern System and close ties with LSU Shreveport and Grambling. The numbers of transfer students in the study from each college are listed below.

# of Transfer Students, by College (2-Yr), AY 2010-11 to 2013-14

College	Number of Transfer Students
Delgado	1959
BPCC	1912
BRCC	1618
SLCC	1150
LSUE	988
SUSLA	660
LDCC	491
RPCC	361
Sowela	279
Fletcher	267
Nunez	162
NTCC	115
CLTCC	103
NWLTC	66
SCLTC	61
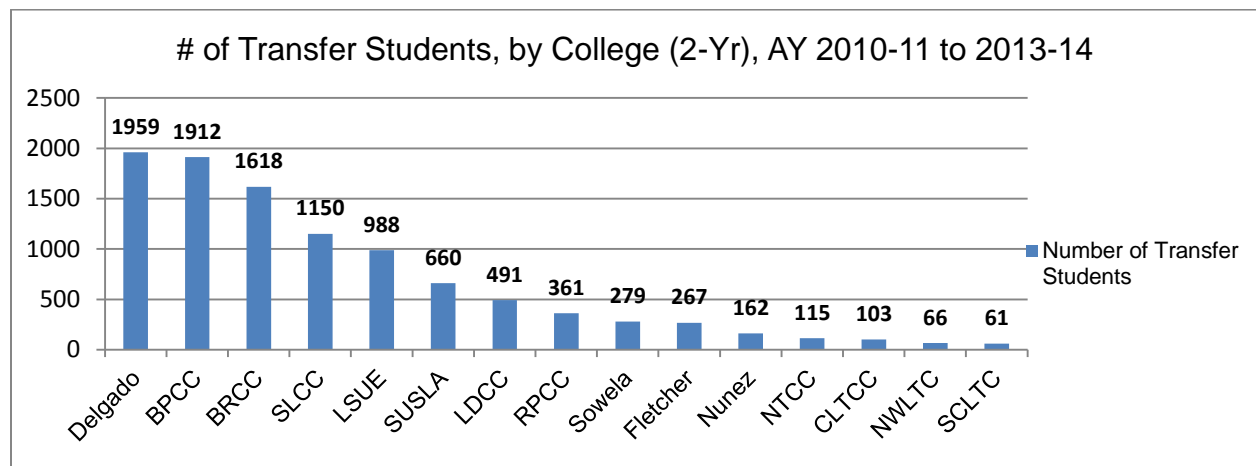
All 14 public universities enjoyed transfer enrollments in the time period covered by this study, with the five primary recipients being UL Lafayette, Southeastern, LSU, UNO, and Northwestern. The numbers of transfer students enrolling in each university are graphed below.

# of Transfer Students, by University (4-Yr), AY 2010-11 to 2013-14

University	Number of Transfer Students
LSUA	304
LA Tech	423
Nicholls	470
McNeese	529
SUBR	534
ULM	534
SUNO	552
LSUS	598
GSU	655
NSU	944
UNO	1004
LSU	1013
SLU	1098
ULL	1534
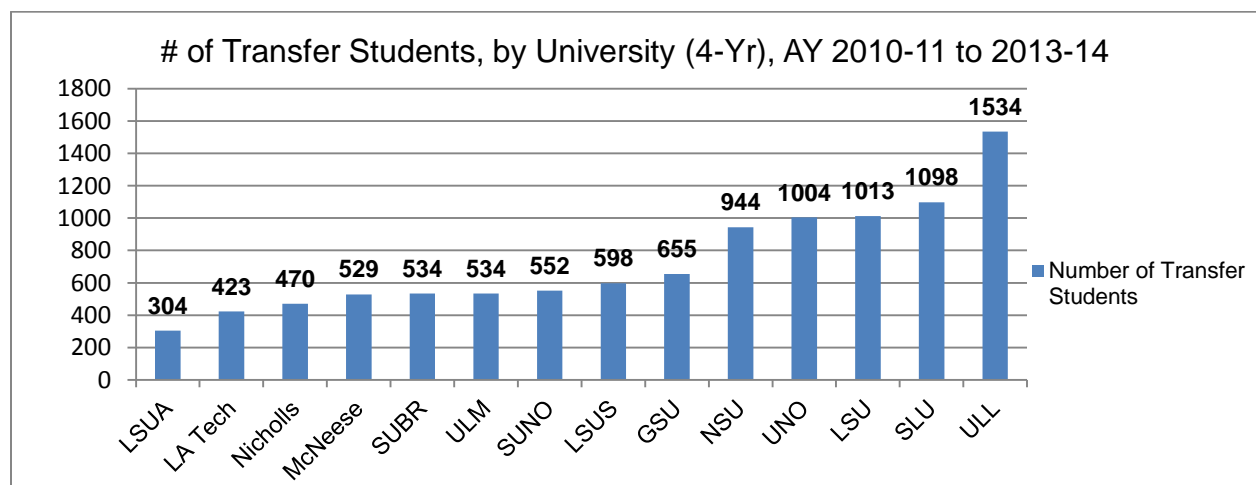
Demographics

Demographically, race, gender and age patterns of transfer students are consistent with undergraduate enrollment in Louisiana's postsecondary institutions. Data indicate that the majority of transfer students

(51 percent) were White, 34 percent were Black, 3 percent were Hispanic, 2 percent are Asian or Island Pacific. The remaining students were multiple races (1 percent), unknown (5 percent) or other (1 percent). The majority of transfer students were female (60 percent). Nearly three-fourths (73 percent) of transfer students were younger than 25 when they enrolled in the university.

The majority (82.3 percent) of transfer students were not TOPS recipients. However, more than half (58.7 percent) of transfer students received Pell Grants. Recent revisions to federal regulations decreased the duration of Pell eligibility from 18 semesters to 12 semesters as a means to cut costs and incentivize students to graduate on time. Students who do not have a clear undergraduate trajectory before transferring (e.g., changing majors multiple times) or who need extensive developmental coursework may find themselves in jeopardy of exhausting aid eligibility before they earn their degree.

This study found that 41 percent (4,211) of the students in the study sample took no postsecondary developmental courses in any of the cumulative fall, winter, or spring terms for which data were available; 34 percent had enrolled only in developmental mathematics, 4 percent had enrolled only in developmental English, and 21 percent had taken both mathematics and English developmental courses at some time in their postsecondary enrollment between 2004 and 2014.

ACADEMIC PERFORMANCE OF TRANSFER STUDENTS

Academic Majors or Career and Technical Focus of Transfer Students

The Classification of Instructional Programs (CIP) provides a taxonomic scheme to support the tracking and reporting of fields of study and program completions. CIP Codes are composed of three sets of numbers: a two-digit number which refers to a broad subject area (ex.13-Education); two additional digits identifying a more specific discipline within the subject area (ex. 13.12-Teacher Education, Specific Levels); and the final two digits relating to a sub discipline within the discipline area (ex. 13.1202-Elementary Education and Teaching). In this study, student majors were identified by the 2- and 4-digit CIPs, but not to the level of detail of the 6-digit code.

Among the 10,192 college (2-yr) to university (4-yr) transfer students included in this study, the top five majors or focus area at the sending (2-yr) college accounted for 84% of the transfer students during the last semester of enrollment:

- Liberal Arts & Sciences (CIP 24)   4,490 (44.0%)
- Health Professions   (CIP 51)   1,487 (14.5%)
- Business/Management (CIP 52)   1,454 (14.2%)
- Undeclared/No major   (CIP 00)   618 (6.0%)
- Criminal Justice   (CIP 43)   497 (4.9%)

CIP 24 (Liberal Arts & Sciences) would include majors in Liberal Arts, General Studies, and Louisiana Transfer – all majors that center on the general education core with at least one area of concentration related to a more specific focal area of study. It is a particularly appropriate major for students intending to work toward a baccalaureate, as it allows one to address prerequisites and general background courses to prepare for the university major.

These CIP areas were most prominent whether or not the transfer student earned a credential at the college, as shown below.

Table 4. Major (CIP) of College Students, by 2-Yr Credential Earned.

Highest College (2-Yr) Credential Earned (& Total Number)	Top **College (2-Yr)** CIP/Majors of Transfer Students					% of Credential Total
	24, Liberal Arts	52, Health-care	51, Business / Mangmt	43, Criminal Justice	00, None Declared	
Associate (2,327)	898	497	214	212	69	81%
Diploma (150)	28	17	69	(<10)	(<10)	76%
Certificate (518)	229	46	110	(<10)	46	83%
No Credential (7,197)	3,335	894	1,093	273	499	85%

Students' choice of CIP/Majors persisted into the university (4-yr), with the addition of CIP 13, Teacher Education and 26/Biological Sciences, as primary focal areas, at least initially. The top majors at the receiving (4-yr) university during the first semester of enrollment were:

- Health Professions   (CIP 51)   1,797 (17.6%)
- Business/Management (CIP 52)   1,796 (17.6%)
- Education   (CIP 13)   1,137 (11.1%)
- No Declared Major   (CIP 00)   608 (6.0%)
- Biological Sciences   (CIP 26)   555 (5.4%)
- Criminal Justice   (CIP 43)   535 (5.2%)
- Liberal Arts & Sciences (CIP 24)   486 (4.8%)

These university majors remained in the majority whether the student had an earned associate degree or majored in Liberal Arts/General Studies. The majority (56 percent) of transfer students with earned associate degrees enrolled in the university with declared majors in CIP 52/Healthcare (585 students); CIP 13/Education (275); CIP 51/Business (242); or CIP 43/Criminal Justice (203). Whether or not they had earned a 2-year credential, a majority (54 percent) of the students who had majored in CIP 24 (Liberal Arts/General Studies) in the college enrolled at the university with majors in: CIP 51/Healthcare (673 students); CIP 13/Education (605); CIP 52/Business (520); CIP 26/Biological Sciences (319); CIP 00/Undeclared (309); or Criminal Justice (118).

Academic Credits Earned by Students

The Board of Regents does not have access to student-level transcript data, so it is unable to evaluate records to see exactly whether and how courses completed at one institution were accepted for credit at another. As a proxy, staff analyzed the 'Student Level' reported for each semester which provides a general estimate of academic credits, following the statewide definitions:

- Freshman   Has Earned 0-29 semester credit hours
- Sophomore   "   30-59 credit hours
- Junior   "   60-89 credit hours
- OU   Enrolled at a 2-yr institution with more than 59 credit hours accumulate.

Data indicate that students tend to transfer from college to university with the same classification (i.e., Freshman, Sophomore, OU/Junior). That is, a student classified as a sophomore at the college (2-yr) tended to enroll as a sophomore at the university (4-yr) upon transfer. This suggests that students, as a whole, are not losing credits as they transfer from the two-year to the four-year institution.

Academic Performance at Sending and Receiving Institutions

Empirical and anecdotal data suggest that a student's grade point average (GPA) tends to decrease slightly upon transfer as the student adjusts to a new environment and expectations as well as to a higher level of course material. This phenomenon was observed in the study group, which included the term GPA for the last semester at the college and first semester at the university. A majority (69 percent) of the 10,192 college (2-yr) students had a term GPA of at least 2.5, and 18 percent had less than a 2.0 GPA, the threshold for possible academic probation. At the end of the first term of enrollment at the university for the same group of students, only half (50 percent) had a term GPA of at least 2.5, and 34 percent had a term GPA of below 2.0.

Based on the first semester grades at the university, it appears that students transferring with more hours tend to perform better. The majority (71 percent) of students in the study transferred without a credential. Students who transferred *with* a credential–either certificate, diploma, or associate degree—performed slightly better in their first term at the university.

- 60 percent of students transferring with a credential ended their first term at the university with a GPA of at least 2.5, while 45 percent earned a 3.0 or higher GPA, and 25 percent ended the term with less than a 2.0.
- Only 46 percent of those transferring with no credential earned a GPA of at least 2.5; 31 percent earned a 3.0 or higher, and 38 percent had less than a 2.0 GPA.

With or without a credential, college classroom experience appears to impact university performance. Students who transferred with more earned hours performed better in their first semester.

- 40 percent of freshmen (with less than 30 credit hours) who transferred had at least a 2.5 GPA at the end of their first semester at the university, with 46 percent earning less than a 2.0.
- 57 percent of those who transferred with more than 30 credit hours earned at least a 2.5 GPA, and 26 percent ended the term with less than a 2.0 GPA.

Experience in developmental work seemed to have little or no impact on academic performance (last semester GPA) at the (2-yr) college: whether students had taken developmental courses in one, two, or no areas, the majority (> 60% in each category) ended their last college semester with at least a 2.5 GPA. After transfer to the university, students who had needed developmental help in English had lower GPAs, as a group, than those with either no developmental coursework or just developmental mathematics. (English and mathematics may have influenced the (4-yr) university semester GPA differently because language skills cross the curriculum to a greater extent: if the student did not enroll in a mathematics course during the first university term, mathematics skills would have a lesser impact on that semester GPA.)

Table 5. Semester GPA, By Developmental Course Enrollment

Developmental Courses Taken	Term GPA	College (2-Yr) Last Term	University (4-Yr) First Term
NO Developmental Courses	0.0 - 2.49	27.0%	44.7%
	2.5 - 4.0	73.0%	55.3%
English Developmental, Only	0.0 - 2.49	31.1%	48.1%
	2.5 - 4.0	68.9%	51.9%
Mathematics Developmental, Only	0.0 - 2.49	39.3%	59.3%
	2.5 - 4.0	60.7%	40.7%
BOTH Engl + Math Developmental	0.0 - 2.49	36.4%	61.3%
	2.5 - 4.0	63.6%	38.7%

"Academic standing" relates to the student's semester and cumulative grade point average around a 2.0 threshold. Specific definitions and standards for assignment of academic standing are applied according

to an institution's policy: 84 percent of the 10,192 transfer students ended their first term in Good academic standing at the university.

- 93 percent of the transfer students had been in Good standing in their last semester at the 2-Year college; 86 percent of them remained in Good standing at the university at the end of their first semester.
- Those who left the college in less than Good standing (e.g., Probation, Suspension, or Withdrawn) were still most likely to end the first university term in Good standing or Probation. The definition of "Good Standing" varies across institutions, but usually means that the student's semester and cumulative GPA are indicative of a high probability of continued progress.

Completing the Baccalaureate, Transfer vs Native Students

The Board of Regents' statewide student data system does not include student-level data on summer enrollments, nor indications of whether or how transfer or advanced placement data are recorded by institutions on an individual student's transcript. Consequently, it is not possible to determine or compare the number of credits actually earned by either 'transfer' or 'native' students, or how those credits were applied to an earned baccalaureate degree. As a proxy, it is possible to compare the time a student takes to earn the degree.

The "Time to Degree" report records the time, in years, from the student's first enrollment in a Louisiana public postsecondary institution to completion of the baccalaureate. Students who were only enrolled in one university are recorded as 'First-time Freshman' (native) students; if there are any different postsecondary institutions in the record, students are recorded as a "Transfer". Students were further classified as either Full-time or Part-time based on the attendance status of the first term or semester of enrollment as a First-time Freshman (FTF). In this way, the Time to Degree for 'native' vs. 'transfer' students is reflected as accurately as possible, though in this case 'transfer' students are not just the 2-yr to 4-yr transfers referenced in the bulk of this study. Reports were reviewed for the four years of the study: 2010-11 through 2013-14.

Table 6. Time to Degree (TTD) for First Baccalaureate Award

Grad Year	First-time Freshmen						Transfer						TOTAL Bacc
	Full-time		Part-time		All FTF		Full-time		Part-time		All Transfer		
	#	TTD	#	TTD	#	TTD	#	TTD	#	TTD	#	TTD	TTD
2010-11	11,374	5.2	210	8.2	11,374	5.3	5,132	6.2	911	8.5	6,043	6.5	5.7
2011-12	11,523	5.1	218	9	11,523	5.2	5,134	6.2	920	8.5	6,054	6.6	5.7
2012-13	11,539	5.1	206	8.7	11,539	5.2	5,218	6.2	951	8.3	6,169	6.5	5.6
2013-14	11,919	5.1	197	9.3	11,919	5.1	5,132	6.3	851	8.3	5,983	6.6	5.6

Generally speaking, it took transfer students 1.2 to 1.5 years longer to complete the bachelor's degree. However, in the last three years, part-time transfer students finished in 0.4 to 1 full year shorter time than the part-time FTF. Time to degree varies by institution. For example, transfer students at Grambling graduated in less time (0.2 to 0.4 years) than FTF in two of the four years reviewed. Time to degree tends to be very close for FTF and Transfer students at UNO, while it is 2 to 3 years longer for transfers at SUNO and Northwestern, both of which tend to have large non-traditional populations.

Performance in English and Mathematics Courses

BoR university admission standards for transfer students cite a minimum GPA on college-level academic courses and, for students who would not otherwise have met the freshman admission standards based on their high school records, a minimum number of college-level academic hours earned, which must include a college-level general education course in English and in Mathematics. Recognizing the core value of writing and analytical reasoning for any major, BoR included the specific course requirements in the transfer admission criteria to ensure that students complete at least one course in each of the two basic foundation areas before transfer to optimize likelihood of success.

SR 144 requests information on "performance of students who completed the general education English [and math] requirements at the sending institution and how these students performed in [related] courses at the receiving institution." The BoR does not have access to data at the level of detail necessary to address this question. However, it is an important question that could inform both statewide and campus policy, and BoR staff are intent on working with the management boards and campus institutional research staff to develop a research plan to identify and collect the data needed to do so.

Commonly Completed Courses

To determine commonly completed courses, BoR staff studied course enrollments of entering students from the Fall semester, 2013. Students are only coded as transfer in their first semester of enrollment at an institution after which they are 'continuing' students. To examine a snapshot of course enrollments at a given point in time, one must focus on entering students to be able to distinguish between 'transfers' and 'natives'.

Surprisingly, though students may transfer with any number of hours accumulated, there is not significant variation in the most common courses among students with admission status codes as First-time Freshmen (FTF, "native") and Transfer. At the universities, FTF most commonly enrolled in Math, English, Biology, History, Psychology, Chemistry, and Music (e.g., Music Appreciation, a general education course). The top seven courses for FTF in the colleges were: English, Math, Psychology, Biology, History, Reading, and Welding. Among transfer students at the universities, the most common courses were: Math, Biology, English, History, Psychology, Chemistry, and Economics. At the colleges, transfer students enrolled most commonly in: Biology, Math, English, Psychology, History, Speech, and Chemistry. These were also the most common courses of "Visiting" students in Fall, 2013, which would include high school dual enrollments. At the universities, the most common courses for visiting students were Math, English, History, Psychology, Chemistry and Sociology. At the colleges, visiting students clustered in English, Math, History, Welding, Psychology and Biology. All except Welding are foundation or general education subjects.

MAXIMIZING SEAMLESS TRANSFER

Further Questions

This study focused on characteristics and performance of students who transfer from 2-year to 4-year institutions (college to university), closely examining their last semester of enrollment in a college and first subsequent semester of enrollment in a university. Though it is unquestionably true that a lot more movement occurs between and among institutions, as illustrated by the simple counts in Table _, Cohort

Transfer Patterns, than is addressed in the sample, using the study definition made it possible to capture a 2-year cohort and track individuals, across time, to examine in detail their next enrollment experience.

All courses brought in from another institution or source are entered onto a student's academic record as "transfer", to include any course a student might take from another institution through distance learning, or in neighboring campuses by enrolling concurrently, as a visitor while home for the summer. All of the readily available enrollment options, plus increasing residential and employment mobility, contribute to the "swirling" enrollment patterns that are not examined in the study. Still, it could be informative and beneficial to learn more about several aspects of the transfer impact.

- "Reverse transfer" is a process whereby academic credits for applicable coursework at the university are transferred back to the community college for purposes of awarding an associate's degree. It would be valuable to study the potential of reverse transfer as a complement to existing institutional transfer practices and a mechanism for colleges to receive more accurate credit for their role in the student's education. A BoR policy to guide and promote reverse transfer may be both practical and beneficial.
- A study of "Dual Enrollment" progression – where do students go after high school? How does it impact their postsecondary success (GPA, course completion, time to degree)?
- Summer enrollment data: the BoR has an invaluable collection of data, but it is incomplete. What would it take to add summer SSPS reporting?

These and similar questions will be considered and prioritized by the Statewide Articulation and Transfer Council and prioritized for further study in the coming year.

Act 356 of 2009 – RS17:3161-3169

Act 356, the Transfer and Articulation Act of the 2009 Regular Session, brought together previous legislation and expanded upon it to, in one bill, outline a structure for facilitating and maximizing the seamless transfer of credits between and among public secondary and postsecondary educational institutions. All of its component parts have been addressed and progress has been made in meeting its goals, but the work will never be complete. Schools are dynamic entities made up of vibrant people tackling both basic and emerging needs and interests of students, faculty, and industry so that new courses and programs are constantly evolving even as basic educational needs change with changing populations. The work will remain a priority for the Board of Regents and the management boards, through the Statewide Articulation and Transfer Council, to continue to monitor and promote progress in this area.

Statewide Articulation and the Louisiana Transfer Degree. In 2009, the Commissioner of Higher Education and the four System Presidents signed a statewide transfer policy affirming their shared commitment to creating a pathway for students to earn an associate degree and seamlessly transfer into a 4-year degree program. The Statewide Articulation and Transfer Council (SATC) was formed and, in May 2010, the BoR approved implementation of two Louisiana Transfer associate degrees which came with several guarantees, including: block transfer of the general education core courses; transfer of the 60 credit hours in the degree; and admission as a junior, in accordance with the institution's general transfer admission requirements.

- The BoR submits an annual report detailing implementation of the Louisiana Transfer degree, the degree approved by the council for transfer. The report includes data showing the steady growth both in numbers of students pursuing the degree and in completers: from 7 in 2010-11 to 129 LT graduates in 2013-14.

- Among the 207 total LT graduates from the first three years of implementation, 68 percent had enrolled in a university as of Spring 2013, suggesting that the program is working. LT graduates are growing in number and transferring more quickly as the opportunities become more commonly understood: of the 115 graduates in Academic Year 2012-13, 70 percent had enrolled in universities by the spring semester of 2014.
- All associate degree graduates have options for continued postsecondary study. About 21 percent of all (including LT) associate degree graduates from 2010-11, 2011-12, and 2012-13 have enrolled in a university after completing the degree. The benefits of the LT associate degrees lie in the flexibility of the curriculum to fold into the desired baccalaureate program and the guarantees that come with the degree.

Common Course Numbering System. BoR was directed to develop, coordinate, and maintain a statewide course numbering system as a means to facilitate program planning and the transfer of students and course credits between and among educational institutions. The SATC appointed a Common Course Numbering Workgroup which recommended that common learning outcomes be established concurrently with the common numbering system, particularly focusing on General Education courses and on ensuring uniform transfer of courses listed on the Master Course Articulation Matrix. The articulation matrix is a document of trust: in order for institutions and faculty to sign on, they must be confident that the course content is comparable so as not to endanger the student's progression. There are thousands of undergraduate courses offered throughout the state reflecting very unique areas of study and interest. Since 2011, faculty workgroups from broad general education discipline areas have convened in Baton Rouge to establish common course descriptions for courses offered by at least five institutions statewide so that they may be included on the matrix under common course numbers which are listed in campus catalogs alongside the campus course identifier. The matrix currently lists more than 280 courses, easily covering the 39-hour (13-course) General Education core, and there is a process and a plan in place for continuous review and refinement of the tool's value to both students and faculty.

Act 356, as amended (adding RS 17:3167), includes implementation deadlines for common course numbers and content that are not possible to meet. To protect the utility and applicability of the matrix, all parties agreed that courses would be listed with a common number and description if they were offered by at least five institutions. Though foundation requirements are similar across curricula, course contents beyond the foundations tend to vary with the campus faculty and regional interests where they are created; they are not as common or standardized as the law assumes. Section E(2) requires common number and content for courses required for completion of the LT degrees during the 2012-13 academic year, and E(3) required the remaining lower division courses in 2014-15. Section E(4) requires all remaining undergraduate courses by the end of 2015-16.

Study data indicate that 35 percent of students moving from college to university had earned less than 30 credit hours, and another 30 percent transferred with 30-60 credits. As the BoR's General Education core is 39 credit hours, most of the courses completed by transfer students are from the BoR core and are covered by the matrix and common course content and number. The BoR, SATC and faculty continue to meet to expand the inventory of common course numbers and courses on the matrix, but the cost in time, travel and programming have made it impractical to generate a common state number for every undergraduate course in every institution's catalog. The further a course is from the foundation courses, the more variety there is in content and the less meaningful common course numbers would be. This is not to say that courses will not articulate from one program to another, but the investment of resources in assigning a common content designation that is relevant to only a handful of courses or institutions would not be meaningful. That is why SATC and the BoR have concentrated on those few hundred courses which constitute the overwhelming majority of courses taken by transfer students.

Academic Transfer Modules for Career and Technical Education. LCTCS is directed to "establish a process to recognize the academic content embedded in career and technical education and industry-based certification courses, award college-level credit for such content, and guarantee the transfer of such credit to any public community college." Colleges traditionally offer students opportunities to *challenge* basic academic courses by taking departmental exams to demonstrate mastery for credit, and the options for and application of *Prior Learning Assessment* is a growing phenomenon throughout postsecondary education, but the concept of identifying modules of academic content within career and technical training courses is both unique and complicated. LCTCS is identifying ways to recognize and award credit to students holding industry-based certifications and will continue to examine the feasibility and utility of academic transfer modules with the SATC and BoR.

Student Guidance and Counseling. Throughout the transfer process, access to and use of information seems to be the most critical component. As directed by Act 356, SATC and the BoR developed the LaTransferDegree.org, a web-based system to provide information regarding the Louisiana Transfer degree and statewide articulation and transfer issues. In addition, each college and university maintains a transfer presence on its web page that provides information about the LT, transfer admission and course articulation, and that identifies a campus transfer liaison by name and contact information who is a personal reference for students seeking help through the process. In addition, the Statewide Articulation Matrix is maintained on the BoR website so that individuals may find it easily in either place.

The most common obstacle to seamless transfer is the nature of undergraduate experience and the likelihood of students to explore and evaluate various majors prior to determining what career to pursue in earnest. A student who enters college with a goal and a plan on what to pursue and where to pursue it has little or no problem transferring credits and finishing on time. Oftentimes the loss of credit and delay in completion is attributable to change of majors, unrelated to the transfer process, which is designed to treat transfer students in the same manner as native students. The complications created by changing majors impact the native student in the same way as the transfer student.

A related obstacle appears to be access to and use of information, to include academic advising, transfer credit evaluation, and orientation. As higher education budgets have been slashed over the last several years, student services have been the most deeply cut across the board in most campuses so that instructional resources may be spared. Institutions encounter varying degrees of difficulty in securing and maintaining a quality web presence, yet it is essential that campuses invest in web-based guidance and curriculum clarity, teaching students to use the available resources, and keeping those resources available and relevant.

Transferring among and across colleges and universities will continue to increase with the expansion and strengthening of community colleges. Understanding transfer patterns and issues is a critical component for developing policies and services to assist students. This study takes a step in that direction by examining who transfers, and how they transfer. The BoR and SATC will continue to focus on identifying barriers that transfer students encounter, particularly in the areas of transfer policies and streamlining access to information about available resources, to assist campuses in refining or clarifying processes, services, and programs (including financial aid and counseling services) to ensure that Louisiana's students are able to progress seamlessly and successfully.

Atch – SR 144

WHEREAS, Act 356 of the 2009 Regular Session of the Louisiana Legislature required the development and implementation of articulation and transfer programs and agreements to facilitate and maximize the seamless transfer of students and academic credits earned among and between the state's public secondary and postsecondary institutions; &

WHEREAS, the clear intent of this legislation was to create a clear pathway for students to enable them to earn a postsecondary degree or credential in the most time effective and resource efficient manner; and

WHEREAS, although the Board of Regents and the postsecondary education management boards were quick to respond and have made notable progress, there is much work yet to be done and there is a paucity of data upon which to accurately measure progress made and upon which to base future actions; and

WHEREAS, the continually rising costs of postsecondary education and increasing workforce demands for employees with the skills and postsecondary credentials necessary for high quality jobs highlight the critical need to expand, refine, and institutionalize comprehensive articulation and transfer practices at every school, in every degree and career and technical program; and

WHEREAS, "two plus two" programs that enable students who successfully complete a two-year degree program at a community college to transfer to a four-year postsecondary institution to complete a baccalaureate degree program are proven to significantly increase student academic success and degree attainment; and

WHEREAS, our state and our postsecondary institutions are failing our students if we do not rise to the challenge and take every step possible to create a postsecondary educational landscape that works collaboratively and collegially to provide every student with the program that best fits his needs and lay a clear, unobstructed pathway for each student to meet his educational and professional goals.

THEREFORE, BE IT RESOLVED that the Senate of the Legislature of Louisiana does hereby urge and request the Board of Regents and the postsecondary education management boards to collaboratively conduct a comprehensive study of articulation and transfer policies and practices in the state's public institutions of postsecondary education.

BE IT FURTHER RESOLVED that this study shall include, at a minimum, the following:

(1) Development of a broad definition of transfer.

(2) The total number of students who transfer.

(3) The institutions students transfer to and from.

(4) An examination of transfer patterns.

(5) The demographics of transfer students.

(6) The academic majors or career and technical training focus of transfer students at both sending and receiving institutions.

(7) The number of academic credits earned by transfer students at sending and receiving institutions.

(8) Documented completion of any academic awards earned by students prior to transfer.

(9) The academic performance of transfer students at sending and receiving institutions.

(10) A comparison of the academic performance of transfer students to that of native students.

(11) The success rate of transfer students at receiving institutions in terms of degree or program completion.

(12) The average number of credits earned by transfer students who complete a bachelor's degree, as compared to native students who complete a bachelor's degree.

(13) The performance of students who completed the general education English requirements at the sending institution, and how these students performed in writing intensive courses at the receiving institution.

(14) The performance of students who completed the general education math requirements at the sending institution, and how these students performed in math and science courses at the receiving institution.

(15) A listing of the most commonly completed courses at sending and receiving institutions.

(16) Any other elements of transfer as deemed necessary by the Board of Regents in consultation with the postsecondary education management boards.

(17) A comparison of all statistics collected for this study regarding Louisiana's transfer activities to those of the other Southern Regional Education Board (SREB) states.

(18) Identification of obstacles preventing full implementation of Act 356 of the 2009 Regular Session and strategies to overcome these obstacles, including any necessary legislation.

BE IT FURTHER RESOLVED that the Board of Regents shall submit a written report of the findings of the study, and a summary of the statistics and data required for the conduct of the study, to the Senate Committee on Education and the House Committee on Education not later than February 15, 2015.

AGENDA ITEM D

DEVELOPMENTAL EDUCATION CO-REQUISITE DELIVERY PILOT

BACKGROUND

National programs such as *Complete College America* strongly promote co-requisite remediation--the delivery of academic support to academically underprepared students while they are learning basic freshman (gateway) course content in the same subject—as the optimal approach for many, if not most, students currently placed into developmental education. They contend that students who begin college-level, gateway courses with focused support, rather than enrolling in separate developmental courses before being allowed to enroll in college-level work, are more likely to (a) pass the course, and (b) continue in college. With statewide admission standards requiring students to be ready for college-level work for university admission, the BoR was interested in testing co-requisite delivery: if campuses could demonstrate that students near the developmental breakpoints could succeed in gateway courses in English composition or Mathematics with concurrent academic/developmental support, modifications in related policies (e.g., AcAf 2.18, Course Placement) and classroom procedures might be in order.

As anticipated, freshmen needing developmental education courses have been shifting to community colleges. Between Fall 2007 and Fall 2013, new freshmen enrollment at two-year colleges increased by over 6,000, with over 3,000 more enrolled in developmental courses. At the same time, while some 450 fewer freshmen enrolled in universities, enrollments in developmental courses decreased by almost 2,000. Statewide, the percentage of entering freshmen in developmental courses has remained relatively constant.

	STATE	Developmental		UNIV	Developmental		2Yr/CC	Developmental	
	FTF	Stu	%	FTF	Stu	%	FTF	Stu	%
2007	34,409	10,831	31.5%	21,575	4,123	19.1%	8,482	5,636	66.4%
2013	36,731	11,338	30.9%	21,122	2,323	11.0%	14,540	8,798	60.5%

Student success is at the core of both the BoR admission standards and the placement policy. To explore the co-requisite developmental model, the BoR authorized a two-year (2012-13 and 2013-14) pilot study of the concurrent delivery of college-level and developmental instruction at colleges and regional universities. The Pilot was designed to measure student success through course grades, post-test scores, grades in subsequent related courses, and eventually through retention and graduation comparisons. Pilot workshops were held in August 2012 and March 2014 for all participants and interested parties. Data for the first year was inconclusive, so the BoR authorized continuation through 2014-15, the first year when minimum admission standards for universities required that students need no developmental courses (e.g., 18 ACT English, and 19 ACT Math), unless they were in pilot classes. Fall 2014 brought a jump in participation, and LSUS, ULM, SUBR and SUNO participated for the first time.

Requirements for the Pilot have been brief to provide campuses leeway to design their program:
 ➢ Students must be <u>within two points</u> of the AcAf 2.18 minimum requirements for placement:
    o At least 17 Math ACT (or 28 COMPASS Algebra)
    o At least 16 English ACT (or 53 COMPASS Writing)
 ➢ They must enroll in a <u>3-credit college-level English or Math course</u> *plus* a 1-3 hour non-degree-credit co-requisite developmental/recitation/lab support class that relates to the college material.
 ➢ Pilot students must take a <u>post-test</u> (COMPASS Algebra or Writing) at the end of the course.
 ➢ The campus must strongly advise the student to complete the subsequent college-level course in the next term of enrollment.
 ➢ The campus must report to the BoR each semester by the stated deadlines.

STAFF SUMMARY

From Fall 2012 through Fall 2014, at least 2,386 students have participated in pilot classes at 20 institutions. In Fall 2014, ten regional universities and seven 2-year colleges participated, teaching over 1,255 students in Mathematics, and 137 in English. (BoR staff requested pilot reports by 24 December and

accepted them through 26 January. Fall reports from Grambling, SUBR, or ULM were not received until 29 January-3 February: too late to include in the initial analysis, though a preliminary enrollment survey indicated they may have added an additional 55 students in English and 216 in Math.)

The pilot required administration of a COMPASS post-test to provide a measure of learning in addition to course grades, but participation in that element has been weak for all five semesters of the study: a number of students in each class skipped the post-test or did not take it seriously, and, in several cases, campuses neglected to offer or require it. As a result, while individual campus data can be valuable in evaluating the pilot courses, the composite data on the post-test is of limited value.

The underlying question in the pilot study is: can academically underprepared students succeed in college-level English or Mathematics with focused academic support? More immediately: did the student pass the gateway English or Mathematics course; and can the student pass a subsequent English or Mathematics course? BoR does not have enough specific data on subsequent course performance to make an observation yet. On the gateway courses, results vary widely from one campus to another. Composite data collected to date showed that 75.6% (248) of the pilot students passed the English college-level course, but only 51.3% (1,028) passed Mathematics (and 48.7% or 977 did not pass). Campuses were encouraged to adjust their delivery methods each semester to seek better results. In the Fall 2014, the fifth semester of the pilot: 85.4% (117) of the students passed the English course, but only 48.9% (614) passed Mathematics (meaning that 51.1% or 641 did not pass Math).

In Mathematics, individual campuses were very successful in the number and percentage of students who passed the course, with four (SUNO, Delgado, LA Delta, and Sowela) achieving over 70% pass rates and another three (LSUA, Northwestern, and LSUE) having over 60% of the pilot pass the Math gateway in Fall 2014. BoR staff are studying campus narrative reports and interviewing campus coordinators to identify common characteristics of successful and not-as-successful programs.

STAFF ANALYSIS

Preliminary analysis shows that pilot programs at some campuses were more successful than others, and that some did not link the developmental and gateway course content or instruction so their students were concurrently enrolled in two unique courses. Universities at every level report that in numerous instances, prospective students meet all admission requirements except the English or Math ACT subscores. Staff are very aware that campuses need to make admission decisions now for the fall entering class and believe that there is great potential value in co-requisite delivery at every institutional level, particularly for those students at or near the breakpoints.

The Regents' authorization for continuation of the developmental education co-requisite pilot, with more clearly defined delivery parameters, would allow universities to offer admission to pilot-qualified students now, while analysis of pilot reports and student data continues and staff develop recommended specifications for the 2015-16 pilot, for which all participating institutions would be held accountable. To continue the pilot, provisions of AcAf 2.18, *Minimum Requirements for Entry-Level, College-Level Mathematics and English*, would be suspended for students who participate in the developmental pilot program, having earned ACT sub-scores of at least 16 (English) or 17 (Mathematics).

To provide sufficient time for participants to prepare for fall classes, especially in those instances that may require fundamental redesign of courses or support systems for academically underprepared students, staff will present proposed pilot specifications by no later than the April Board meeting, currently scheduled for 22 April.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant approval of continuation of the Developmental Education Co-Requisite Delivery Pilot through 2015-16, with expansion of opportunity for participation to all universities. Specific guidelines for participation will be proposed to the Board by the April meeting.

AGENDA ITEM E 1

FULL APPROVAL OF A CONDITIONALLY APPROVED RESEARCH UNIT
LOUISIANA STATE UNIVERSITY AND A&M COLLEGE

INSTITUTE FOR ADVANCED MATERIALS

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) is requesting full approval of the Institute for Advanced Materials (IAM). Approval of this request was granted by the LSU Board of Supervisors in December 2014. The IAM was granted one-year conditional approval by the Board of Regents in December 2013.

STAFF SUMMARY

1. Description

IAM was established in December 2013 to coordinate LSU's research and educational activities related to Materials Science and Engineering (MS&E). The overarching objective of the Institute is to ensure that LSU is a major player in the development of materials for the 21st Century. The Institute works to channel and focus the energy and aspirations of the research community in Materials Science and Engineering, coordinating facilities, education, and research to advance an interdisciplinary program in MS&E. LSU's MS&E needs a lens through which University research and education can be promoted to the outside world; the Institute addresses these needs. IAM is strengthening the culture of cooperation across academic boundaries on campus while focusing interdisciplinary approaches to research, education and development at LSU.

The goals of the Institute are to foster discovery, innovation and education in MS&E. The central functions are divided into three distinct areas: (1) Academics; (2) LSU's Shared Instrumentation Facility (SIF); and (3) Computation/Data Management.

2. Activities

During its first year of operation, IAM, with assistance from LSU's Office of Research and Economic Development (ORED), made significant strides in developing a strategic plan for MS&E that spans traditional department and college boundaries. The plan provides guidance for the direction of new hires, the direction and preparation of multi-investigator center proposals, and the content of the courses taught for the Graduate Certificate in MS&E. Working closely with ORED and deans, IAM has been identified as a working model for other interdisciplinary research areas on the LSU campus.

In support of the central functions noted above, the following are a few noteworthy accomplishments that have been achieved since the Institute was granted one-year conditional approval:

- Two $20,000 Flagship Assistantships from the Graduate School to help recruit high-quality students into the Graduate Certificate in MS&E were secured. The Certificate (approved in May 2013) was designed to provide graduate students with an opportunity to receive specialized interdisciplinary education and training in contemporary MS&E. The goal is to double or triple this level of support over the next five years.

- The SIF was opened and occupies the first floor of the new Chemistry and Materials Building. A manager was hired to oversee operations and coordinate user interactions with the technical staff.

- The Experimental Program to Stimulate Competitive Research (EPSCoR) proposal entitled "*Building Neutron Scattering Infrastructure in Louisiana for Advanced Materials*" received funding by the US Department of Energy (July 2014). This program includes IAM affiliated faculty.

- An IAM-affiliated research team received an award from the W.M. Keck Foundation (January 2014). Funds accompanying the award will be used to construct an X-ray tomography machine which scans objects in ultra-high resolution by lighting them up against dark backgrounds.

- A donation from Chevron to the LSU Department of Geology and Geophysics resulted in a new electron microprobe microanalyzer (EMPA) to be installed on campus early this fall as part of SIF.

3. Resources and Administration

The administrative structure of the Institute has changed slightly since inception. The Director and Executive Committee of the IAM report directly to the Vice Chancellor for Research & Economic Development and provide direct oversight of the IAM. The new organizational chart includes the formation of an External Advisory Committee as well as a Department Chairs and Deans Advisory Committee. These committees are being formed to ensure there is open communication between IAM and the departments to allow scientists from across the country and industrial leaders from Louisiana to have an avenue for input to ensure that IAM remains relevant.

At the present time, there are 98 faculty who have chosen to be affiliated with the IAM: 48 from the College of Engineering and 50 from the College of Science. Space in the new Chemistry and Materials Building has been allocated for the IAM, with some equipment located at another site but operated as one facility.

4. Budget

The operation of IAM requires no additional funding beyond that provided through LSU sources. The SIF is a cost center with an established budget. All of the classrooms and courses needed for the certificate in MS&E are currently in existence.

STAFF ANALYSIS

The Institute was designed to assist LSU in managing and expanding educational and research initiatives in the area of advanced materials. Its approach, which will foster interdisciplinary initiatives and efforts in a growing scientific field, is in line with LSU's strategic research plan. Sufficient funding is in place to support Institute goals and objectives. During the one-year conditional approval period, a strategic plan was put in place and an organizational structure was established. Accomplishments achieved during this time expanded the SIF and strengthened the Graduate Certificate in MS&E, both of which are key areas of the IAM.

STAFF RECOMMENDATION

The staff recommends that the Board of Regents grant <u>full approval</u> of the Institute for Advanced Materials at LSU A&M, effective immediately. A request for reauthorization shall be due by March 1, 2020.

AGENDA ITEM E 2 a

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2012	Baton Rouge Community College **AAS in Diagnostic Medical Sonography (51.0910)** The program was granted conditional approval in February 2012. By January 1, 2013, the institution was asked to update the Board on enrollment and completer data. Such an update was provided in February 2013 with a second update provided in January 2014. At that time a subsequent report was requested by January 1, 2015.	Staff received the report in early January 2015. Since program implementation was initiated, 10 students have been admitted each spring semester; 9 students completed the degree in 2013-14 and BRCC expects 10 to complete the program in May 2015. The Request for Accreditation Services and the Self-Study document were submitted to the Joint Review Commission for Diagnostic Medical Sonography in October 2013. The Self-Study was accepted and the site visit was conducted in September 2014. The application for accreditation will be presented for consideration in January 2015.	Receive and accept the 2014 progress report. A subsequent report is due by January 1, 2016.
12.2009	Bossier Parish Community College **AS – Healthcare Management (51.0702)** Conditional approval was granted to the program in December 2009. A progress report was requested at that time with additional reporting called for annually. When the Board received the 2013 progress report in February 2014, a subsequent report was requested by December 1, 2014.	Staff received the progress report in late January 2015. Since the program was implemented, the number of declared majors has remained consistent (FL12: 98, SP13: 74, FL13: 98, SP14: 105), and 17 students have earned the degree to date.	Receive and accept the progress report. A subsequent report is due by February 1, 2016.
03.2013	Central Louisiana Technical Community College **AAS – Criminal Justice (43.0104)** Conditional approval was granted to the program in March 2013. An update on program implementation, to include enrollment and completer data, was requested by June 1, 2014.	Staff received the progress report in late January 2015. The institution reported that 13 students are currently enrolled in the program and, to date, it has generated six completers. Information relevant to recruiting strategies and change in oversight of the program was also provided.	Receive and accept the progress report. A subsequent report is due by June 1, 2016.
12.2013	Central Louisiana Technical Community College **Associate of General Studies (24.0102) and AAS – Technical Studies (47.9999)** The programs were granted conditional approval in December 2013 with a request for an update on program implementation by July 1, 2014.	Staff received the progress report in late January 2015. Since receiving approval, the College is still in the planning implementation stage. CLTCC completed its most recent Council on Occupational Education (COE) Six-Year Self-Study and Reaffirmation Visit in October 2014. The reaffirmation process will be completed in February and, assuming a favorable decision is reached, approval of the AGS and AAS in Technical Studies will be submitted at that time.	Receive and accept the progress report. A subsequent report is due by July 1, 2016.

01.2013	Louisiana Delta Community College **AAS in Forensic Science and Technology (43.0106)** Conditional approval was granted to the program in January 2013 with the request for annual reporting on enrollment and completer data until instructed otherwise. A report was received and accepted in February 2014 at which time a subsequent report was requested by January 1, 2015.	Staff received the progress report in early January 2015. It was communicated that 38 students were enrolled in the program for fall 2014 with 27 declared majors registered for spring 2015 as of January 6, 2015. There have been no completers to date. Information relevant to recruitment efforts was provided.	Receive and accept the 2014 progress report. A subsequent report is due by January 1, 2016.
06.2010	LSU Health Sciences Center – New Orleans **PhD – Community Health (51.2208)** Conditional approval of the program was granted in June 2010. Annual reporting was requested until programmatic accreditation was achieved. LSUHSCNO has provided annual reporting as requested with the last progress report received and accepted in January 2014. At that time a subsequent report was requested by December 1, 2014.	Staff received the progress report in early January 2014. LSUHSCNO reported that accreditation with the Council on Education for Public Health (CEPH) was achieved in 2014. Enrollment data was reported (14 full-time students as of December 2014), and a breakdown of where the students are in their program was provided.	Receive and accept the progress report. <u>No further reporting is necessary</u> since CEPH accreditation has been achieved.
05.2012	McNeese State University **PBC – Nursing Case Management (51.3802)** The PBC was granted conditional approval in May 2012 at which time a progress report was requested by December 2014. This report was received in January 2014, and a subsequent report was requested by December 1, 2014.	Staff received the progress report in late January 2015. It was reported that, while inquiries from potential students have been received; students have not enrolled. McNeese will likely request to terminate the program and then would include the courses as a concentration in the undergraduate nursing program.	Receive and accept the progress report. The staff awaits a termination request.
10.2012	McNeese State University **Education Specialist – Educational Leadership (13.0401)** Reinstatement of the Education Specialist was granted conditional approval in October 2012. A report on program implementation was requested by January 30, 2014, and this report was received in February 2014. A subsequent report was requested by January 30, 2015.	Staff received the progress report in late January 2015. Currently there are 12 students enrolled in the program, and 9 graduates are projected for 2014-15. The campus plans to offer the program through distance learning technologies and is currently preparing the necessary paperwork to seek approval.	Receive and accept the progress report. A subsequent report is due by January 30, 2016.
05.2012	Nicholls State University **MSN** *[inclusion in the Intercollegiate Consortium for a Master of Science – ICMSN]* **(51.3510)** In May 2012, conditional approval was granted with a progress report on program implementation due by September 30, 2013. The progress report was provided as requested and accepted by the Board in October 2013. At that time a subsequent report was requested by September 30, 2014.	Staff received the report in mid-January 2015. The first cohort was admitted into the program in spring 2013. For spring 2014, a total of 17 students were admitted and selected one of three areas of concentration. In fall 2014, a fourth concentration was added and 16 students in total were admitted to the program. There are no completers to date.	Receive and accept the 2014 progress report. A subsequent report is due by January 1, 2016.

08.2012	Nicholls State University **PMC in Family Nurse Practitioner (51.3805) and in Family Psychiatric/Mental Health Nurse Practitioner (51.3510)** Conditional approval was granted to the two PMCs at Nicholls through the ICMSN. A progress report was requested by October 1, 2013. The campus supplied such a report within the specified timeframe. A subsequent report was requested by September 30, 2014.	Staff received the report in mid-January 2015. The campus reported that, as a new member of the ICMSN, the decision was made to not offer either PMC. The campus plans to seek approval for termination of the PMCs.	Receive and accept the 2014 progress report.
08.2012	Southern University and A&M **BIS – Interdisciplinary Studies (30.9999)** Conditional approval was granted in August 2012 at which time an October 1, 2013 report on program implementation was requested and received in Dec 2013. A subsequent report was requested by October 1, 2014.	Staff received the progress report in September, outlined concerns with program implementation, and met with campus representatives in January. SUBR has made some changes to tighten up the curriculum and has others underway; the 2014-15 report and degree audit sheets should reflect the refinements.	Receive and accept the progress report. Staff requested an update on curriculum changes as they occur, plus a progress report with degree audits by 1 October 2015.
10.2012	University of Louisiana at Monroe **Master of Occupational Therapy (51.2306)** Conditional approval was granted to the MOT in October 2012 with annual reporting requested until programmatic accreditation was achieved. The first report was requested by November 1, 2015.	Staff received the progress report in late January 2015. The first cohort of 27 students began the program in fall 2013, and they are expected to complete the degree in December 2015. The second cohort of 25 students began the program in fall 2014. The campus is moving forward in the pursuit of accreditation with the Accreditation Council for Occupational Therapy Education (ACOTE). An on-site evaluation is scheduled for early February 2015 with a vote to be taken by the ACOTE Board in April 2015.	Receive and accept the progress report. A subsequent report is due by November 1, 2015.
09.2012	University of Louisiana System **BA – Organizational Leadership (52.0213)** Conditional approval of the collaborative program was granted in September 2012 at which time a progress report was requested by October 1, 2013. This report was provided as requested and a subsequent report was called for by October 1, 2014.	Staff received the progress report in early February 2015. The UL System stated that since the program was approved in 2012, a total of 65 students enrolled. Enrollment consists of students from eight of the nine UL System institutions (a more detailed breakdown was provided). To date, approximately 10 students have completed 70% of the core courses; no students have completed the degree to date. It was reported that the restructuring of the program is being considered and that a proposal shall be submitted for consideration in the near future.	Receive and accept the progress report. A subsequent report is due by October 1, 2015 unless a restructure plan is submitted prior to that time.

AGENDA ITEM E 2 b

PAST DUE REPORTS FOR APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

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

Past Due:			
Due Date	Institution	Program / Unit	Summary
01.31.2014	ULL	Health Informatics Center of Acadiana	The Center was granted initial approval in February 1999 with continued approval granted in January 2009. A request for reauthorization of center status was requested by January 31, 2014.

AGENDA ITEM E 2 c

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

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	ULM	BA – Dance	12.17.13	12.19.13 Circulated to CAOs for feedback w/ responses recv'd by 01.27.14; questions to campus 02.03.14; response recv'd 03.17.14. Questions to campus 03.31.14; awaiting response. 01.14.15 Campus notified that LoI will be pulled from the queue due to lapse in time.
	LSUA	BS – Medical Imaging	10.07.14	10.09.14 Circulated to CAOs for feedback w/responses recv'd by 11.03.14. 11.13.14: Staff concerns conveyed to campus. 01.29.15 Campus sent email notification that LoI will not be pursued.
Proposed Programs	SLCC	AAS – Helicopter Aviation	06.16.14	Questions to campus 06.23.2014; status update from SLCC on 11.19.14 – campus working on response.
	SLCC	AS – Accounting	06.16.14	07.11.14 requested additional documentation from campus; status update on 11.19.14 – campus working on response.
	SUNO	DSW	08.28.14	09.09.14 proposal sent to external reviewer. Report received 10.09.14 and evaluated by staff. List of issues submitted to campus 10.15.14. Staff met with campus representatives (11.06.14) to discuss proposal. 12.02.14 campus submitted response to issues; under staff review while awaiting updated licensure exam pass rates.
	SUSLA	AAS – Process Technology	10.21.14	10.28.14 questions sent to campus. 11.20.14 staff discussed with campus. Response recv'd 11.25.14. Additional questions sent to campus 12.17.14; response received 01.13.15. 01.29.15 additional questions sent to campus; awaiting response.
	SUSLA	AAS – Early Childhood PreK – 4 yrs	10.21.14	Reviewed by BoR and LDE staff. 01.22.15 campus notified of LDE-BoR's new Birth-K program structure. Invitation to a Statewide Birth-K Program Development Committee has been issued. Proposal is being pulled.
	ULM	MSN (Online)	10.29.14	12.14.15 recv'd report from external consultant. Report with questions submitted to campus 01.05.15; response received 02.02.15. Under staff review.
	BRCC	AAS – Industrial Technology	12.02.14	01.06.15 questions sent to campus; 02.02.15 response received. Under staff review.
	BRCC	AS – Surgical Technology	12.16.14	Proposal reviewed by staff. 02.05.15 questions sent to campus; awaiting response.
	RPCC	AAS – Industrial Technology	12.29.14	01.07.15 questions sent to campus; response received 01.07.15. Decision was made to change the name and CIP Code of the proposed program. The changes will be presented to the LCTCS Board of Supervisors in February 2015.
	LSU	Master of Digital Media Arts & Engineering	01.28.15	01.28.15 requested list of potential external reviewers from campus; awaiting response.

	LSU	GC – Fisheries Sci & Assessment	02.02.15	Under staff review.
	LSU	GC – Geographic Info Sci	02.02.15	Under staff review.
	LSU	GC – School Librarianship	02.02.15	Under staff review.
	LSU	GC – Workforce Dvlpt	02.02.15	Under staff review.

Designation as Center of Excellence

CWE	Nicholls	Petroleum Technology & Safety Management	08.12.14	Questions to campus 08.29.14; awaiting response.
CRE	LSUHSC-NO	Stanley S Scott Cancer Center of Excellence	02.02.15	Reauthorization request, under staff review.