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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
March 23, 2016 • 10:15 am

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

I. Call to Order

II. Roll Call

III. Academic Programs

A. Letters of Intent

1. BS/Applied Microbiology – Northwestern State University (NSU)
2. EdD/Adult Learning and Leadership -- NSU

IV. Centers of Excellence

A. Proposed New Center of Excellence:

Alcohol and Drug Abuse Center of Research Excellence – LSUHSC NO

B. Continued Designation of an Existing Center of Excellence:

Center for Workforce Excellence in Transportation Technology – BRCC

V. Consent Agenda

A. Reauthorization of the Institute for Biofuels & Bioprocessing -- LSU AgCenter

B. Routine Staff Reports

1. Progress Reports for Conditionally Approved Programs/Units
2. Letters of Intent/Proposals in the Queue

VI. Other Business

VIII. Adjournment

Committee Members: Joseph Farr, Chair; Patrick Harrington & Robert Levy, Co-Vice Chairs; Claudia Adley; Marty Chabert; Thomas Henning; Collis Temple III; LCTCS, LSU, SU, UL System Representatives.

AGENDA ITEM III A 1
LETTER of INTENT
NORTHWESTERN STATE UNIVERSITY
BACHELOR of SCIENCE in APPLIED MICROBIOLOGY

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science in Applied Microbiology. The LoI was approved by the Board of Supervisors of the University of Louisiana System in October 2015. The campus has worked to address questions raised by Regents' staff over the past few months.

STAFF SUMMARY

1. Description

NSU seeks to establish a microbiology degree program that allows students to focus on the environment and the application of scientific solutions to address environmental questions, while at the same time providing an alternative path for students preparing for graduate or professional schools in health and medicine. The built-in flexibility will prepare students to enter the workforce within the public or private sectors of environmental compliance, water and air quality, food safety, public health, and organic farming/gardening – or to further their education. All graduates of the proposed 120-hour baccalaureate degree would share a 30-hour core before breaking into either a concentration in Environmental & Applied Micro, or Medical & Health Professions. Outside of the prescribed courses, students are afforded flexibility, with an advisor's guidance and approval, to choose from among a series of electives in related STEM and Environmental fields to craft a degree that best suits their educational aspirations.

The intended approach is to employ directed studies that demonstrate the interrelationship of classical microbiology with environmental influences and applied solutions. The program concept has been carefully considered, with plans to incorporate existing campus and local facilities and property into courses for real-world applications, including:

- Chaplin's Lake, a 40-acre oxbow of the Cane River, subject to rain shed run-off and waste water;
- NSU Cattle Farm, with 50 mature cows in a pasture environment with a small pecan orchard;
- Well Woods, an 80-acre rolling forest acreage, water shed ecosystem with aquifer-depth wells;
- Gallaspy & Crow Properties, donated lands that have been natural gas drilling and agricultural sites; and
- Local Industry, such as nearby poultry farms and processing facilities, and food service companies.

2. Need

In the past 20 years, an array of microbes (both viral and bacterial) has emerged, many of which have mutated into treatment-resistant strains for which medical and environmental agencies have had to adapt their strategies to respond. Such flexibility and adaptation need qualified staff with a specialized knowledge of microbiology principles and a deep enough understanding for creative responses to ongoing breaches in food safety and water treatment that have reached critical states. *E.coli* in drinking water, Legionnaire's Disease in public cooling systems; pathogens like *Salmonella* and *Listeria* in food, and the Ebola virus outbreak are health and safety issues that can be ameliorated with appropriately-educated scientists working in the fields of applied and environmental microbiology.

Nationally, the demand for microbiologists will increase as the aforementioned problems and the industries related to solving them grow. The US Bureau of Labor Statistics predicts up to a 19% increase in the field due to growth of the biotechnology industry and growing environmental concerns. In Louisiana, there is one undergraduate microbiology degree on the CRIN: LSU's BS/Microbiology, averaging 17 graduates. Other campuses teach courses in the subject under the Biology or Biological Sciences umbrella, but students who want to truly focus on microbiology must go to LSU or wait for graduate school.

3. Students

The BS/Applied Microbiology program is intended to appeal and be helpful to students focused on particular career paths. Many of the students pursuing concentrations in biomedical, clinical laboratory science, and natural science within NSU's very successful BS/Biology (averaging 63 graduates per year) have expressed interest in the more focused microbiology emphasis. Those in the biomedical concentration, typically planning to enter professional schools, have expressed the greatest interest in the proposed degree, though a clinical lab technician (which is essentially a microbiologist) would tend to find a "microbiology" degree as more reflective of their knowledge and training. For these students, the Medical & Health Profession concentration would be appealing, while those in the existing Natural Science concentration who hope to pursue government work in wildlife resource management or ecology would be at an advantage with this degree and a concentration in Environmental & Applied Microbiology.

4. Faculty, Resources & Administration

At least 18 microbiology lecture and lab courses offered by the Department of Biology, Microbiology and Veterinary Technology over the last three years have had strong enrollments and pass rates, suggesting student interest in the area. Nearly half of the departmental faculty hold microbiology-related degrees; therefore, no additional faculty (or laboratory space) will be required for this intended degree program. NSU has the faculty, facilities, and administration prepared to develop and offer a degree in Applied Microbiology, at no cost to the state or to the university, as a second option in the state for students interested in the field.

5. Budget

The intended degree program could be fully developed and implemented with little new cost to NSU. This includes no new additional funds required for faculty, supplies, operating expenses or travel. Adjuncts who may be hired to teach specialty courses would be paid through the departmental funds for adjunct and extra services while generating tuition via enrollments.

STAFF ANALYSIS

The undergraduate program envisioned by NSU will appeal to students in the biological sciences who seek the specialization that a microbiology degree affords, along with the focus and connections afforded by the concentrations, making it an *applied* microbiology degree. The program can be offered at minimal cost to the institution while offering a second choice for undergraduate study in microbiology at a regional institution, to pair with LSU's more research-oriented approach.

STAFF RECOMMENDATION

The staff recommends that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a Bachelor of Science in Applied Microbiology (CIP 26.0502) at Northwestern State University.

AGENDA ITEM III A 2
LETTER of INTENT
NORTHWESTERN STATE UNIVERSITY
DOCTOR of EDUCATION in ADULT LEARNING & LEADERSHIP

BACKGROUND INFORMATION

Northwestern State University (NSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Doctor of Education in Adult Learning and Leadership. The LoI was approved by the ULS Board of Supervisors in August 2015, with a revised LoI provided to Regents' staff in November and circulated to statewide Chief Academic Officers for a second review.

STAFF SUMMARY

1. Description

The intended Doctor of Education program would be a practitioner degree that prepares students for the professional practice of adult learning and postsecondary leadership, particularly at the community college level. The 63-hour, cohort-based online program concept will include five foundation courses in adult learning and organizational leadership, along with 6-course concentration choices in: community college leadership; and adult learning and workforce development. The anticipated design would also include 21 hours for research methods and dissertation writing. Doctoral students could use the elective allotment as the base for an additional 18-hour post-baccalaureate certificate with graduate study in an academic discipline to meet SACSCOC requirements for teaching in a community college content area.

2. Need

LA Workforce Commission projections indicate an additional 12,000 postsecondary completers are needed over the next ten years to meet the demand of new Tier One jobs. The emphasis on expanding postsecondary completion and workforce development opportunities will create the associated need for additional faculty and administrative resources, particularly at the community college level. Institutions are challenged to expand nontraditional learning opportunities and offer increased institutional flexibility to accommodate the life and learning needs of adult learners. This will require additional faculty and administrators with the capacity for creating and inspiring innovative institutional change and developing new instructional models and strategies in response.

There are several doctoral programs in Louisiana that provide advanced learning opportunities in educational leadership, curriculum and instruction, and administration; however, none focus on adult learning, workforce development, and community college leadership with a strong professional practice component and an emphasis on both instructional practice and leadership in postsecondary organizations. LA Tech, LSUS, SLU, ULL and ULM offer practice doctorates (Ed.D.) that address general and educational leadership, postsecondary administration, and policy development, and GSU EdD focuses on postsecondary teaching in the context of success in developmental education. The basis for the Community College Leadership focal area lies within specialized studies into the unique complexities of two-year and community colleges, incorporating organizational and financial management strategies particular to those institutions. The Adult Learning & Workforce Development focus is unique in its attention to the needs and characteristics of adult learners and connections to developing a skilled and flexible workforce. With Louisiana's 15 two-year institutions, many with multiple campuses, the anticipated degree should be relevant and well-received.

3. Students

NSU currently offers an MA/Adult Learning, as well as an MED/Educational Leadership and an EdS/Educational Leadership & Instruction (which focus on K-12 leadership). All respondents to a survey of graduate students and staff for whom this program would be relevant to current or future career plans expressed an active interest in the degree concept. Thus, a strong student base will come from graduates of

existing masters' programs (e.g., the MA/Adult Learning & Development with a 3-year average of 15) and college and university staff or instructors seeking administrative leadership positions. The Lol projects an enrollment of over 10 students in Year One, accepting as many as 20 per year in the online cohort, with the first graduates expected in Year Four.

4. Budget

Doctoral-prepared faculty will be needed to teach, advise, and provide dissertation support in both concentration areas. NSU anticipates needing to hire one doctoral faculty member in the first year, and a second in the fourth year of implementation. Current faculty in the Adult Learning and Development master's program include one doctoral-level full time member and two masters-level adjuncts, along with the dean. Current faculty in the College of Education and Human Development will be able to cover the teaching demands for the concentration in Community College Leadership. Projected tuition and fees should cover the costs of additional faculty resources, but the University is committed to providing adequate funding to initiate and maintain the program.

STAFF ANALYSIS

Northwestern's intended practice doctorate (EdD) with focal areas in adult learning and community college leadership will be designed to be particularly appealing to current faculty and students interested in serving in various capacities within the State's growing system of two-year colleges. It specifically addresses a need that is not available in existing doctoral programs, and its recognition, through electives, of possible needs for additional graduate-level work in content areas make it responsive to both aspiring faculty and administrators alike. Staff would like to see more detail on admission requirements, student support, plans for the logistics of dissertation advising, and connections with existing graduate programs in the proposal.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of the Letter of Intent to develop a proposal for a Doctor of Education in Adult Learning & Leadership at Northwestern State University.

BoR AGENDA ITEM IV A
CENTER of RESEARCH EXCELLENCE
LSU HEALTH SCIENCES CENTER in NEW ORLEANS
ALCOHOL AND DRUG ABUSE CENTER OF EXCELLENCE

BACKGROUND INFORMATION

The LSU Health Sciences Center at New Orleans (LSUHSC-NO) has submitted a proposal for The Center for the Study of Alcohol and Drug Abuse, to be redesignated as the Alcohol and Drug Abuse Center of Research Excellence (ADACE). Established by the BoR in 1991, the Center has demonstrated a strong history of success in peer-reviewed funding, interdisciplinary research and teaching, and community outreach. The request for authorization as a Center of Research Excellence was approved by the LSU Board of Supervisors at its January 2016 meeting.

STAFF SUMMARY

1. Description

Since its inception, the LSUHSC-NO's Center for the Study of Alcohol and Drug Abuse has worked to stimulate interdisciplinary efforts for research and teaching and to encourage the dissemination of pertinent information in the area of alcohol and drug abuse. By combining the expertise of three departments—Physiology, Pulmonary/Critical Care, and Pharmacology—the Center enhances the research capabilities of scientists, stimulating collaborative research efforts, and strengthens educational activities in the biomedical aspects of alcohol and substance abuse through the LSUHSC. Its multidisciplinary research focuses on 1) the biomedical consequences of alcohol and drug abuse; and 2) the neurobiological mechanisms that drive alcohol and drug abuse. The Center provides the scientific environment and infrastructure needed to perform pre-clinical and clinical translational studies on alcohol and the drugs of abuse. Its activities are categorized as research, education and training, and community outreach. Ongoing research, which also serves as a training platform for fellows of the LSUHSC, encompasses in vitro, animal (rodent to non-human primates), and clinical initiatives and generally falls into four major themes which provide a unifying overview of the principal areas of interest:

1. Alcohol and HIV Disease;
2. Neurobiology of Alcohol Dependence;
3. Alcohol and Neuroimmune Modulation; and
4. Alcohol and Stem Cell and Progenitor Cell Biology

It is well documented that abuse of drugs and alcohol has social and economic costs and, left untreated, places a burden on businesses, the healthcare industry, and local communities. Approximately 10 percent of Louisiana residents have a diagnosable alcohol use disorder; outdated estimates from 1998 place the economic cost of alcoholism in the State at \$3 billion annually. By reducing the loss of wages, health care and mortality costs associated with alcohol and drug abuse, the Center for the Study of Alcohol and Drug Abuse has a positive social and economic impact on Louisiana. Additionally, the Center supports economic development and workforce needs of the State through education and training. By investing in the educational needs of the healthcare workforce of the future and developing biomedical research scientists, the Center contributes to the workforce a pool of talented students and researchers.

Through funding from the National Institute on Alcohol Abuse and Alcoholism (NI-AAA), the Center provides (1) educational and training activities for high school, undergraduate, graduate and professional students; (2) several opportunities for interdisciplinary collaborative research among scientists; and (3) community outreach programs that target underserved populations.

2. Programs and Activities

The Center for the Study of Alcohol and Drug Abuse demonstrates performance excellence in interdisciplinary research, education, and community outreach. The many contributions of the Center include the following:

- Recognized as the only National Institute on Alcohol Abuse and Alcoholism (NIAAA) funded

Center in the State. The primary goal of each NIAAA-funded Center is to become, through excellence in scientific research, a significant regional or national research resource.

- Launched a Pilot and Feasibility Program to provide researchers with funds to generate preliminary data needed for grant submission or revision, thereby expanding interest in the area of alcohol and drug abuse.
- Ongoing development of new models for alcohol management in research.
- Hosting community outreach events for teachers, parents, counselors, health care providers and case workers to interact directly with distinguished scientists who are experts in the field of alcohol abuse in adolescents.
- Providing an extensive range of training programs, including several National Institutes of Health (NIH)-funded training grants to allow high school students as well as pre- and postdoctoral fellows the opportunity to participate in the Center's research projects.
- Offering intensive courses and programs for local high school and primary school teachers, and high school students, as well, to receive hands-on training in the areas of medicine, nursing and allied health.

3. Resources and Administration

A major strength of the current Center is that its leadership overlaps with the leadership of several other LSUHSC initiatives focused around alcohol and drug abuse research and training. The Center is directed by Dr. Patricia Molina and a Steering Committee of research colleagues. Dr. Molina also currently serves as the head of the LSUHSC Physiology Department and the President of the American Physiological Society. Many of the Center's programs and projects entail multidisciplinary/interdepartmental interactions in collaborative efforts that draw on and expand preexisting HSC capabilities and strengths. This allows it to leverage existing resources and infrastructure to achieve its goals, provide seamless integration of common goals and initiatives, and minimize duplication of both personnel and services. Its limited operating budget (\$129K) is easily covered for the next five years within the over \$2M in annual extramural grant funding plus \$50K budgeted by the School of Medicine to support pilot projects.

4. External Support and Collaboration

The Center advances the strategic goals of the LSUHSC-NO by providing education, research, and public service through direct patient care and community outreach. With over 40 faculty affiliates from across the LSUHSC-NO with active independent research programs, over the past ten years, the Center's investigators have brought in nearly \$18 million in competitively-awarded NIH funding for alcohol and drug abuse research. In addition, independent research grant submissions in the areas of alcohol and drug abuse have generated an increase in funding from \$4.7M from 2004-08 (16 grants) to \$13.3M from 2008-14 (55 grants). To further engage with the community, and in anticipation of the CRE designation, the Center is forming an advisory board with members representing psychiatry, pediatrics, neuroscience, cardiology and Blue Cross Blue Shield. Letters of support from the community note the Center's unique value to the State and community in both training health care professionals, in engaging the community in issues of substance abuse disorders, and in sponsoring substance abuse educational forums.

STAFF ANALYSIS

Since its initial designation, the Center for the Study of Alcohol and Drug Abuse has developed and expanded programs of excellence in patient care, medical education and research. The Center's programs have received local, regional and national recognition and have contributed significantly to accomplishing the goals and mission of the LSUHSC's School of Medicine in New Orleans.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee recommend approval of designation of the Alcohol and Drug Abuse Center of Excellence at the LSU Health Sciences Center in New Orleans as a Center of Research Excellence under BoR/AA Policy 2.05A, through 1 June 2021.

BoR AGENDA ITEM IV B
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, and the conditional approval was extended by the Board on 23 February 2015, with a progress report requested by 30 October. At the campus' request, the Associate Commissioner granted an extension until February 2016 so that the update could include more current information on the Automotive Training Center (Phase II) and the Aviation component (Phase I). The request for continued designation as a CWE was received from LCTCS on 16 February.

STAFF SUMMARY

1. Description

BRCC's CWE/Transportation Technology was designed as a two-part endeavor focusing on Aviation (Phase I) and Automotive/Diesel Technology (Phase II). In January and February 2016, the BoR approved three new AAS degrees to be offered within the CWE: AAS/Aviation Maintenance Technology; AAS/Automotive Technology; and AAS/Diesel Heavy Truck Technology. This Fall, the College will complete implementation of the CWE programs with the opening of its hallmark, \$25M state-of-the-art Automotive Training Center, housing automotive technology and diesel heavy truck technology programs as well as automotive manufacturer-specific training. The long-awaited Center, an exemplar of business, industry and educational teamwork, will help to ignite the minds and careers of the people of Baton Rouge and the surrounding areas.

2. Activities

Phase I – Aviation.

In August 2015, BRCC was awarded an FAA Air Agency Certificate of approval for the Aviation Maintenance Technician School at the Hooper Road campus. Renovations plans are in place for the airframe space at the BRCC Central site, with expected completion by the end of June 2016 and FAA certification by the end of July. BRCC will be seeking industry partners to assist in the long-term plan to develop an Aviation Training Center at the BR Metropolitan Airport to house all aviation components. The 11 students currently enrolled in the CTS/Powerplant segment should be ready to move directly into the CTS/Airframe component in the fall, when another Powerplant class will begin. In January 2016, the Regents approved an AAS/Aviation Maintenance Technology which incorporates the two aviation maintenance CTSS. Expected enrollment will be 20 students per class.

The Helicopter Pilot Operations program includes FAA pilot certifications for private, instrument, commercial, and flight instructor. Total annual enrollment averages 40 students, with a total of 9 AAS and 54 CTS graduates anticipated by Spring 2016. This program has been popular with Veterans, who have consistently represented the majority of students enrolled each semester. This has put the college out of compliance with the Veterans' Affairs' 85:15 percent enrollment requirement for VA-eligible students. BRCC does not ordinarily deny enrollment to students in any program in which they are eligible, regardless of their payment status; however, per the Veterans Administration, no new VA-eligible students who would be relying on VA educational benefits could be enrolled this spring. Currently enrolled VA-eligible students are expected to complete the program by the end of the Fall 2016 semester.

Phase II – Automotive

In 2008, the All Star Automotive Group began documenting the local automotive industry's specific needs for better, locally-trained automotive technicians, including consistent training curricula, hands-on training; and access to current technology. In 2013, a state-of-the-art Automotive Training Center was promised at Ardendale, in Smiley Heights, that would rival the best Texas had to offer (at San Jacinto CC). That Center

is nearing completion and will open this Fall to accept students into the new, innovative AAS degree programs in Automotive Technology and in Diesel Heavy Truck Technology. These were approved by the BoR in February, along with the stacked CTS credential components, all leading to ASE master mechanic certifications. The facility will provide both credit and noncredit education/training, including manufacturer-specific certifications such as GM Automotive Services Educational Program (ASEP), Ford Automotive Student Service Educational Training (ASET), Automotive Technology Honda Option (PACT), etc. The new Ardendale Automotive Center will soon be a center of workforce training excellence, and plans are beginning for building an Auto Collision Repair Technology program which would be added to the CWE/Transportation Technology offerings.

3. External Support and Collaboration

Seven enthusiastic letters of recommendation accompanied the request for continued designation, coming from the Baton Rouge Area Foundation, All Star Automotive Group, Louisiana Machinery Company LLC, Kenworth of Louisiana, the Office of Aircraft Services, Baton Rouge Metropolitan Airport, and Arrow Aviation. Many of the writers had originally contributed funds, equipment or pledges toward the original \$14+Million to create the CWE, and all reiterated their commitments and enthusiasm for the value of the CWE to their professions and the community. As All Star's writer noted, "The excitement has been contagious! Since the groundbreaking, manufacturers such as Ford, Hyundai, Toyota Motor Sales, Hunter Engineering, Kenworth Trucking Equipment and Caterpillar Equipment have all pledged their support in making this venture a success." Louisiana Cat described the "vast shortage of qualified diesel technicians for the past several years," and its plans "to continue to partner with BRCC with financial, scholarship, technical, student and people support to assist them in becoming the best diesel technology campus in the Gulf South." Kenworth has worked on an engine module for the school to use a running engine in the classroom; the letter described its goals "to donate a PACCAR engine, Kenworth chassis, provide hands on experience through servicing our used trucks and outsourcing our own employee's time and knowledge to assist the instructors" – and ultimately to hire graduates with working knowledge of all facets of an engine.

Two advisory committees (six aviation and nine automotive professionals) actively participate in CWE program development by reviewing curricula, facility and equipment needs, validating required competencies and outcomes, and providing ongoing advice and direction.

The EBR Redevelopment Authority is the lead developer of Ardendale, a 200 acre urban village which includes an educational park for which the Automotive Training Center is the cornerstone. BRCC is also partnering with the EBR School District in plans for a technical high school in the park. During AY2015, over \$900K was provided by the LA Workforce Commission Rapid Response fund to start up the Aviation Maintenance Technician: Powerplant program in Central, which included the purchase of three working aircraft. The BR Office of the Major has donated the hangar facility used by the Helicopter Pilot Operations program at the metropolitan airport for a period of five years, ending in 2019. Equipment donations (e.g., a marine diesel engine, tools, parts, and supplies) have been donated by Toyota, Caterpillar, Kenworth, Hunter Engineering, Davis Aircraft, the Organization of Flying Adjusters, and the New Orleans Pelicans basketball organization. The CWE has the strong support of the transportation professional community.

STAFF ANALYSIS

Though the designation of BRCC's Transportation Technology programs as a *Center for Workforce Excellence* was premature, the 2013 automotive technology promises are starting to materialize as resources that will serve the workforce well and make the State proud. The staff recommends one more progress report on the implementation and completion status of all components before full designation is awarded.

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 progress report and proposal for continued designation as a CWE due by 15 June 2017.

Attachment: February 2015 Agenda Item - Reauthorization

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 Ardentale 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.

Attachment: February 2015 Agenda Item - Reauthorization

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 Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a progress report and proposal for continued designation as a CWE due by 30 October 2015.

Attachment: December 2014 Agenda Item - Reauthorization

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

Attachment: December 2014 Agenda Item - Reauthorization

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.

AGENDA ITEM III B
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE
BATON ROUGE COMMUNITY COLLEGE
CENTER for WORKFORCE EXCELLENCE in TRANSPORTATION
TECHNOLOGY

(and reconsideration of contingently approved AAS/Helicopter Pilot Operations)

BACKGROUND INFORMATION

Baton Rouge Community College (BRCC) requests Board of Regents approval of a Center for Workforce Excellence in Transportation Technology. A *Center for Workforce Excellence* partners with business and industry to provide top quality education and training programs to meet defined workforce training needs. The Transportation Technology proposal was approved by the LCTCS Board of Supervisors at its May 2013 meeting. A key component program of the proposed Center, the Associate of Applied Science (AAS) in Helicopter Pilot Operations, was conditionally approved by the Board of Regents in March 2013, contingent on the Legislature's approval of the Board of Regents' tuition policy, as the program would require differential tuition to be financially viable.

STAFF SUMMARY

Description

The proposed Center for Workforce Excellence in Transportation Technology was modeled around the goals of *Louisiana: Vision 2020* and the long-range multimodal transportation strategies of the Louisiana Statewide Transportation Plan, particularly relating to the learning enterprise and the culture of innovation. Though all of its component programs will be new, it meets the letter and spirit of the new BOR policy on Centers of Excellence and of R.S. 17:1875 (Act 555) by focusing on a key workforce need to provide customized education and training programs and real-time market responsiveness through partnerships between education and industry. Planning for this Center of Excellence has been underway for several years as BRCC prepared to begin operations in Aviation (Phase I) and Automotive (Phase II) technology.

Phase I/Aviation. The Aviation Maintenance Technology component, under development since 2010, includes the only collegiate aircraft radio (avionics) program in the state, plus recently approved certificate programs in airframe (structure and systems) and power plant (engine) maintenance. The Helicopter Operations component will offer a balance of helicopter ground and flight lessons to prepare students to sit for the FAA written, oral and practical examinations needed to become professional pilots and flight instructors. The AAS degree embeds four separate certificates of technical studies (CTS) credentials in helicopter operations: private pilot; instrument pilot; commercial pilot; and flight instructor. These programs are in place and, as dictated by industry demand, anticipated future CTS offerings may include helicopter engine and frame mechanics, or aeronautical technology aircraft dispatch. Aviation training will be housed primarily at the Wilson Hangar and Postal Building at the Baton Rouge Metro Airport (leased for this program by the City of Baton Rouge at a rate of \$100,000 per year).

Phase II/Automotive. Work is underway to erect a world class, state-of-the-art automotive training facility, modeled after the San Jacinto (TX) Community College automotive center, at a BRCC East Campus in the "Smiley Heights" area, specifically designed to deliver National Automotive Certification training to address every facet of the automotive technology for initial and refresher certification to serve domestic and foreign automobile dealers throughout the state, inclusive of Chrysler, Ford, GM, Honda and Toyota. BRCC is developing an AAS degree in Automotive Technology that will incorporate training to include: Automotive Service Excellence (ASE) certifications; GM Automotive Services Educational Program (ASEP); Ford Automotive Student Service Educational Training (ASSET); Automotive Technology Honda Option (PACT); Automotive Technology Toyota Option (TTEN); and Chrysler College Automotive Program (CAP). Capital Area Technical College will merge with BRCC in July 2013, and the existing automotive program will be a feeder into the specialized training to be offered through the proposed Center.

Attachment: June 2013 Agenda Item – Original Designation

In response to requests by the industry, BRCC will also expand into diesel technology training, to include certification in: diesel service; Caterpillar service; John Deere technician; and John Deere Consumer and Commercial Equipment.

Need and Benefits

The demand for helicopter pilots in southern Louisiana is driven by the needs of the robust offshore oil industry. According to the Helicopter Safety Advisory Committee, a total of 891,172 helicopter flights were made to support Gulf of Mexico offshore operations during 2011. The economic impact of *just the helicopter flying* portion is in excess of \$1 Billion to the Gulf Coast states. At present there are no collegiate helicopter training programs in Louisiana, and only one of the private helicopter flight school companies in the state holds a FAA 141 helicopter flight training certificate. The lack of qualified pilots drives Louisiana-based operators to hire out-of-state pilots to meet their needs, which drives up the cost and results in off shore pilots spending the wages outside of Louisiana. BRCC can offer a collegiate flight training program at a reasonable rate and target the State's large veteran population who qualify for Post 9-11 GI Bill benefits (which cover 100% of tuition and flight fees). Since federal funding to the airport is based on the number of flight operations (take-offs and landings) per year, flight training out of the Baton Rouge municipal airport will double the number of flight operations there and result in a major increase in federal funding allocated to the airport. Thus, this one component of the proposed Center for Workforce Excellence in Transportation Technology will benefit the State of Louisiana by: 1) creating a continuous cadre of local, well-trained helicopter pilots; 2) creating an economic stimulation for the State; 3) bringing federal educational dollars to the community of Baton Rouge; and 4) bring federal dollars to the Baton Rouge municipal airport.

The Louisiana Workforce Commission projects 350 annual "4-star" career job openings statewide for automotive service technicians and mechanics through 2020. To help fill this need BRCC is working with the Automotive Youth Educational Systems (AYES) program, a national partnership of automobile manufacturers, dealers and educational institutions to prepare students for entry level positions. AYES recognition helps increase program quality, industry awareness, and access to vehicle and equipment donations. Currently there is no in-state training facility to certify or re-certify automotive mechanics for Chrysler or Honda, and only one for Ford and GM (Delgado) or Toyota (Northshore) dealer service programs; prospective students go (or are sent) to Texas for all five dealership certifications or to Mississippi (Chrysler) or Tennessee (Honda). The proposed Center for Workforce Excellence would offer a centralized facility in Louisiana that will enable the automotive industry to concentrate resource donations of state of the art equipment to serve as an initial training mechanism for students as well as a center for upgrading skills of existing workers.

External Support

In preparation for creating a center for workforce development and training in the fields of aviation, automotive and diesel technology, BRCC has secured donations, grants and pledges of over \$14.7Million in equipment, facilities, services and capital from such diverse parties as:

- New Orleans Hornets (a 727 airplane for the aviation maintenance: \$1.1M)
- City of Baton Rouge (rent of a large hangar at the airport for 5 years: \$500K)
- Several aviation companies (Davis Aviation, G&H enterprises, Southern Air, Richard Eleew, LA Avionics, Carter Aviation, Express Jet, etc.—aircraft engines, parts, manuals : \$76K)
- State of Louisiana Rapid Response (airplanes, engines, systems and equipment: \$900K)
- Automobile Industry Partners (manufacturer specific vehicles, tools and equipment: \$10M)
- City of Baton Rouge Re-Development Authority and EBRMFA (property – Smiley Heights: \$1.96M)
- Dow Chemical (\$200K)

BRCC is partnering with Guidance Aviation to provide the flight portion of the new Professional Aviation degree in helicopters because of its record in a very similar program in Arizona. Guidance Aviation will be contributing \$7.3M in equipment (helicopters, simulators), \$120K in FAA approvals and marketing in the first year, and up to \$250K per year for marketing after year one.

Attachment: June 2013 Agenda Item – Original Designation

The Automotive Technology Program will be housed in a brand new facility located at the Smiley Heights development in Baton Rouge, LA, a public/private partnership between BRCC, the City of Baton Rouge, Baton Rouge Redevelopment Authority, Baton Rouge Area Foundation, Baton Rouge Chamber of Commerce, East Baton Rouge Parish School Board, Louisiana Workforce Commission, Louisiana Automobile Dealers Association and the State of Louisiana. The Automotive Technology building will be built and outfitted by the State of Louisiana (Capital Outlay), grants (\$2 million) and automobile industry partners (\$10 million). There is no anticipated cost to the campus for the building construction.

Finally, though BRCC has assembled a group of advisory board members for the proposed Center for Workforce Excellence that offer expertise from a national perspective, each specific area of training will receive input and guidance from a highly qualified, curriculum specific advisory council. The combined expertise of the advisory board and councils will provide the guidance and insight for the college to provide innovative curricula responding to the needs of industry.

AAS in Helicopter Pilot Operations.

At the March 2013 BoR Academic and Student Affairs Committee meeting, on motion of Regent Wiley, seconded by Regent Sam, the Committee approved recommending *conditional approval* of the Associate of Applied Science in Helicopter Pilot Operations at BRCC (*contingent on Legislative approval of the BoR tuition policy that allows for differential tuition for high cost programs in high demand fields*). The Board approved the committee's recommendation and members of the LCTCS did work in support of HB194, which would have recognized the BoR Tuition Policy, but it was not passed by the 2013 Legislature.

The proposed program has the potential to meet a well-documented need for helicopter pilots to support the offshore oil industry. Pilot training (flight time) is expensive and would require higher tuition/fees than regular BRCC offerings: differential tuition. R.S. 17:1875 does provide for the LCTCS Board to establish a differential tuition and fee structure for programs offered through a Center for Workforce Excellence such as is proposed here for BRCC. If approved, the degree program would be a cornerstone of the proposed Center for Workforce Excellence in Transportation Technology at BRCC and could begin offering classes in the fall semester.

STAFF ANALYSIS

BRCC is asking to establish a Center for Workforce Excellence based on the level of planning, coordination and collaboration with the aviation and automotive industries, and potential to be a statewide center of education and training in the field of transportation technology beginning with helicopter operations with automotive maintenance. Based on the degree of interest and financial commitment on the part of both public and private entities and on the logic and relevance of the proposed training to be offered through the center, staff believe that BRCC qualifies for an opportunity to establish the center and demonstrate its success, starting with delivery of the aviation component with its helicopter pilot operations program.

STAFF RECOMMENDATION

The senior staff recommends that the Academic and Student Affairs Committee recommend that the Board of Regents grant conditional approval of the proposed Center for Workforce Excellence in Transportation Technology at Baton Rouge Community College, with a report and proposal for continued designation as a Center for Workforce Excellence due by 1 August 2014 and annually until fully approved, in accordance with BoR Centers of Excellence Policy.

In addition, senior staff recommends that the Committee recommend that the Board grant conditional approval of the Associate of Applied Science in Helicopter Pilot Operations (CIP 47.0608) as a keystone program in the Center. An update on program implementation, to include enrollment and completion data, shall be submitted by 1 June 2014 and annually until fully approved.

BoR AGENDA ITEM V A
REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT
LSU AGRICULTURAL CENTER:
INSTITUTE for BIOFUELS and BIOPROCESSING

BACKGROUND INFORMATION

The LSU Agricultural Center (LSU AgCenter) is requesting the reauthorization of the Louisiana Institute for Biofuels and Bioprocessing (LIBBi). The Institute was originally approved by the Board of Regents in December 2009 for a one-year, conditional period with full-approval granted in May 2010. The request for reauthorization was endorsed by the LSU AgCenter in January 2016.

STAFF SUMMARY

1. Description and Need

The LIBBi is a research, education, and outreach initiative within the LSU Agricultural Center. Through innovative discovery and strategic industry partnership, the Institute has led efforts to develop biofuels and bioproducts from Louisiana crops. Since its inception, the Institute has helped link Louisiana's strong base of production agriculture with emerging markets for high-value products made from renewable sources. Biofuel initiatives can, in turn, facilitate opportunities to strengthen and expand local, state, and regional economies.

Steady declines in prices of both petroleum and natural gas, coupled with new extraction technologies and increasing known reserves for these commodities, have expanded the Institute's focus to include high-value products such as biopolymers, specialty chemicals, nanomaterials, and biocomposites. The Institute has been active in these arenas. Researchers are developing technologies to produce fuels, polymers, and industrial chemicals from biomass and syrups associated with Louisiana's designated energy crops. Such efforts are instrumental in helping Louisiana's agricultural enterprises profit from a variety of potential product streams.

The Institute provides science-based information to support emerging biofuels and bioprocessing industries in the State. By prioritizing and coordinating research activities, the Institute increases research efficiencies and avoids unnecessary duplication. Further, the Institute provides education and training opportunities for employees of emerging industries and for students and interns interested in careers in biofuels and bioprocessing. Finally, the Institute facilitates information exchange and fosters communication among policy makers, industry leaders, researchers and all of Louisiana's citizenry.

2. Activities

Following the initial authorization of the LIBBi, a team of researchers led by LSU AgCenter received the largest grant in LSU Ag Center history – a \$17.2 million project from the U.S. Department of Agriculture National Institute of Food and Agriculture (USDA NIFA). LSU credits authorization of the Institute by the BoR as instrumental in its success. The primary goal of this five-year project was to expand the agricultural sector in the southern states by developing production and utilization systems for 'dedicated energy crops' (*energycane* and sweet sorghum). The project encompasses four main objectives:

1. Evaluation and improvement of dedicated energy crops for sustainable production in low-input systems on marginal lands;
2. Development of pilot and industrial facilities for syrup and biomass feedstocks that will support fuel and specialty chemical production;
3. Identification of regionally-appropriate business, logistic and supply chain models for feedstock production, transportation and processing into valued-added fuels and specialty chemicals; and
4. Implementation of education initiatives to support proactive training for students, supply chain participants, and the general public.

The Institute is in Year 5 of the award and anticipates conclusion of all project-related activities by July 2017. More than 17 different industry, academic, and governmental partners are involved with this project, with the numbers of both industry and university partner groups increasing as the project has matured. Among the many project milestones and findings:

- Published guidelines for energycane production in the coastal southern states;
- Through conventional and molecular breeding, developed energycane lines that exhibit more cold tolerance than commercial sugarcane, with efforts continuing for even more cold tolerance;
- Identified environmental impacts of cultivating either energycane or sweet sorghum as less than conventional food/fiber crops, suggesting that field conversion can improve wildlife habitats;
- Identified a year-round availability stream for both cellulose-based biomass and sugar syrups, through staggered harvests and storage of bagasse and syrups; and
- Designed and built a unique pilot-scale facility at the Audubon Sugar institute which will support plant grinding, biomass storage and syrup preparation.

As the production of ethanol from starches and sugars is already a mature technology, the Institute focuses on higher value liquid fuels and specialty chemical products that could form foundations for new industries and jobs. LIBBi demonstrated that both energycane and sweet sorghum syrups can be produced to technical specifications that meet or exceed those of commercial dextrose corn syrup. Louisiana purified syrups are being tested by Virent Inc. as feedstocks in proprietary process for production of liquid transportation fuels (jet fuels) and product streams including plastic containers. LSU AgCenter scientists are producing cellulose nanomaterials from both biomass crops, bioplastics from the organic acid in the syrups, biomedical polymers to produce scaffolds to support growth of human stem cells, a proprietary bacterium to produce biobutanol (used in coating and adhesives and as a liquid transportation fuel), and butanol from its two primary energy crops.

3. Resources and Administration

While a number of faculty have separated or retired from the Institute, others have been added. As their curriculum vitas demonstrate, the faculty have strong and sustainable research agendas. Similar to their research, the faculty come with diverse teaching experiences that bring a wealth of knowledge to the Institute. The LSU AgCenter has appropriate facilities and equipment in place to sustain Institute activities.

4. Budget

The Institute's faculty are supported by commitments from both state and federal funds (\$1.6 million). In addition, the Institute's investigators in biofuels and bioprocessing have secured over \$7.7 million in extramural support, a high level of support that has existed for many years and is anticipated to continue for the foreseeable future. For example, the group already has \$16.2 million in support pending for the coming fiscal year.

STAFF ANALYSIS

The continued need for and usefulness of the Louisiana Institute for Biofuels and Bioprocessing is evident. The staff affirms the Institute's relevance to the role, scope, and mission of the LSU AgCenter. Given the track record of securing funds in the areas of biofuels and bioprocessing by affiliated faculty, the staff is confident that this pattern will continue.

STAFF RECOMMENDATION

The staff recommends that the Academic and Student Affairs Committee grant full approval for the Louisiana Institute for Biofuels and Bioprocessing at the LSU Agricultural Center. A request for reauthorization shall be due by 1 March 2021.

AGENDA ITEM V B 1

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
10.2012	<p>McNeese Education Specialist in Educational Leadership (13.0401)</p> <p>Conditional approval granted 10/2/2012. Progress reports on implementation to include enrollment and progression data received 01.2014; 02.23.2015; and 03.03.2016.</p>	<p>After 12 graduates in 2014-15, enrollment has shrunk to five in Spring 2016. The primary faculty member has retired, impacting enrollment; a search for a replacement is underway. Students progress through this program as a cohort, graduating on a two-year cycle.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 01.30.2017.</p>
02.2012	<p>NSU MS in Homeland Security (43.0301)</p> <p>Conditional approval granted 02.28.2012. Progress reports on implementation received 02.17.2014; 01.12.2015, and 03.14.2016.</p>	<p>15 new students were admitted into the program in Summer 2015; Fall & Spring enrollment numbers stand at 40. The program is very productive, AY1314--10 graduates; AY1415-- 11; Fall 2015-- 5; and 6 are anticipated for Spring 2016.</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u> based on program productivity.</p>
12.2011	<p>SUBR Doctor of Nursing Practice (DNP) (51.3818)</p> <p>Conditional approval granted 12.01.2011. Progress reports on implementation received 01.23.2013, 01/22/2014, 03/25/2015, and 03.15.2016.</p>	<p>The DNP received initial CCNE accreditation in October 2015. Years of budget cuts have negatively impacted recruitment and capacity, but with 8 full-time DNP students currently enrolled, the program added one FTE graduate faculty member this spring. Since the DNP was launched in Fall 2012, 7 students have graduated and another 4 are expected for 2015-16.</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u> based on program productivity.</p>
12.2011	<p>UL Lafayette Doctor of Nursing Practice (DNP) (51.3818)</p> <p>Conditional approval granted 12.01.2011. Progress reports received 01.22.2014; 09.25.2014; and 03.09.2016.</p>	<p>Total enrollment has been: Fall 2014, 18; Spring 2015, 17; Fall 2015, 25; and Spring 2016, 22. Two students graduated in Spring 2015, and 11 are anticipated for Spring 2016.</p>	<p>Receive and accept the progress report. <u>No further reporting is necessary</u> based on program productivity.</p>
03.2015	<p>UL Monroe Master of Science in Nursing (51.3801)</p> <p>Conditional approval granted on 03.25.2015. Progress report on implementation received 03.07.2016.</p>	<p>Campus has been working to ensure all is in order for June 2016 implementation, including considerable preparation for online delivery.</p>	<p>Receive and accept the progress report. A subsequent report is requested by 03.01.2017.</p>
01.2015	<p>UNO MS in Transportation (45.9999)</p> <p>Conditional approval granted 01.12.2015. A progress report was received 03.07.2016.</p>	<p>The campus reported enrollment as: Fall 2015 – 7; Spring 2016 – 2. Expectations for Fall 2016 are five new students: four degree seeking and one non-degree seeking, with five to graduate in spring 2017. The program is on track to steadily increase numbers in application, retention and graduation with continued collaboration between UNO with industry partners.</p>	<p>Receive and accept the progress report. A subsequent report is requested for 03.01.2017.</p>

AGENDA ITEM V B 2
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	LSU	BA - Screen Arts	05.19.15	05.28.15 distributed to CAOs for input with responses received by 06.26.15. 06.29.15 questions sent to campus. 07.14.15 campus informed staff a response to questions would be forthcoming. 11.10.15 Campus reaffirmed commitment to the Lol with response to be submitted soon.
	LSUA	BS – Chemistry	09.30.15	10.01.15 circulated to CAOs for review with input received by 11.02.15. Questions sent to campus 12.01.15 with response received 01.13.16. Additional questions sent to campus 01.28.16; awaiting response.
	Nicholls	BS - Criminal Justice	10.29.15	10.30.15 – preliminary questions to campus: Lol will circulate after additional info is recv'd. Revised Lol received 01.11.16 and was circulated to CAOs; 03.10.16 BoR email to campus re continuation of consideration.
	NSU	BS – Environmental Chemistry	12.14.15	12.17.15 circulated to CAOs with input received by 01.19.16. Questions sent to campus 01.26.16. Notification was received 01.28.15 that the campus would like to temporarily postpone further consideration of the program at this time.
	Nicholls	BS – Computing Technologies	12.14.15	12.17.15 circulated to CAOs with input received by 01.19.16. Questions sent to campus 01.28.16; awaiting response.
	ULL	MS – Athletic Training	12.14.15	01.22.16 circulated to CAOs with input requested by 02.26.16; under staff review.
	LSU	BS in Entrepreneurship	02.12.16	02.16.16 circulated to CAOs with input requested by 03.11.16; under staff review.
	LSU	PhD in Biological Engineering	02.12.16	02.16.16 circulated to CAOs with input requested by 03.11.16; under staff review.
	LSUHSCNO	BS in Public Health	02.12.16	02.16.16 circulated to CAOs with input requested by 03.11.16; under staff review.
Program Proposals	BRCC	AAS - Midwifery	07.31.15	Under staff review: cost, licensure, accreditation.
	FTCC	AAS - Paralegal Studies	12.14.15	12.22.15 questions to campus (need, accreditation, cost). 3.3.16 campus asked to remove from queue; will begin as concentration in AGS.