BOARD OF REGENTS
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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
December 11, 2017 • 12:30 p.m.
Thomas Jefferson Room

Thomas Jefferson Room, W.C.C. Claiborne Building, Baton Rouge, LA

I. Call to Order

II. Roll Call

III. Academic Programs

A. Letter of Intent
   1. BS / Cybersecurity – GSU

B. Academic Proposals
   1. BA / World Religions – LSUA
   2. GC / Veterinary Medical & Biomedical Sciences – LSU
   3. PhD / Biological Engineering – LSU

IV. New Research Center

A. Social Research and Evaluation Center (SREC) – LSU

V. Proposed Academic Affairs Policies

A. New Policy AA 2.22 – Minimum Requirements for Dual Enrollment

B. Revisions to AA 2.18 – Minimum Requirements for Entry-Level, College-Level Mathematics and English

VI. Consent Agenda

A. Program Termination – BA/ Fine Arts, LSUS

B. Routine Staff Reports
   1. Staff Approvals
   2. Progress Reports for Conditionally Approved Programs/Units
   3. Letters of Intent/Proposals in the Queue

VII. Other Business

VIII. Adjournment

Committee Members: Thomas Henning, Chair; Robert Levy, Vice Chair; Claudia Adley; Marty Chabert; Collis Temple III; Adarian Williams, Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.

AGENDA ITEM III A

LETTER of INTENT

GRAMBLING STATE UNIVERSITY

BACHELOR of SCIENCE in CYBERSECURITY

BACKGROUND INFORMATION

Grambling State University (GSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a Bachelor of Science degree in Cybersecurity. The LoI was approved by the ULS Board of Supervisors and sent to the BoR in August 2017. Based on a review of the GSU catalog and feedback from Chief Academic Officers, staff recommended that the University begin with a concentration or minor in the area, but the administration asked that the LoI be presented to the Board.

STAFF SUMMARY

1. Description & Need

GSU seeks to establish a bachelor's degree in cybersecurity that would include a basic foundation in computer science through seven existing introductory courses, plus the introduction of 12-16 new Cybersecurity courses (34-46 credit hours), which would be developed for the intended degree program. Presently, no public postsecondary institution in Louisiana currently offers a degree in *Cybersecurity*; thus the program would not duplicate or compete with any existing programs offered. However, its nearest neighbors (UL Monroe, LA Tech, and LSU Shreveport) all offer related concentrations within their existing degrees:

- LA Tech: BS/Computer Science, concentration in Cybersecurity = 12 cyber security credit hours required (4 courses, out of a choice of 10); and the BS/Computer Information Systems includes an emphasis on Information Assurance.
- LSU Shreveport: BS/Computer Science; Concentration in Network Security = 24 credit hours (8 courses) in the concentration, plus 12 related credit hours (4 courses) in Criminal Justice as additional requirements with that concentration. The LSUS program was developed in cooperation with the Cyber Information Technology Division at BPCC and includes a 2+2 path.
- ULM: BBA/Computer Information Systems, concentration in Information Security = 20 credit hours (5 courses) related to information security assurance, management and practice.

It is relatively common among other universities to offer coursework or concentrations addressing cybersecurity within computer science or business degrees, including: SUBR's 18-credit concentration in Cybersecurity and UNO's Information Assurance concentration within their BS/Computer Science.

The LoI referenced the LA Workforce Commission's occupational forecast, which indicated an anticipated need for 50 general and operational managers (5 star) needed each year in Region 8, northeast LA, but the same forecast projected only 40 statewide openings per year for information security analysts (2 star), with the demand concentrated in the Baton Rouge and New Orleans areas. It is not clear how a specialized degree (in cybersecurity) would directly relate to the workforce's need for general and operational managers.

2. Students

GSU currently offers two degree programs that are in related fields: a BS/Computer Science (averaging 9 graduates annually), and a BS/Computer Information Systems (averaging 19 graduates annually). However, few if any of the current course offerings address the area of cybersecurity. The LoI mentioned that the campus received 135 responses to a survey of current students, with roughly 100 (75%) indicating interest in learning more about the intended program.

3. Faculty & Resources

The intended Cybersecurity program would be housed in the Department of Computer Science. Campus reviewers were concerned that the LoI projected the total cost for the intended new program as only

including one faculty member and one-time renovations to equip a computer lab (for which Title III funds would be used). Though the faculty are strong, Chief Academic Officers noted that the department has only one visiting and three full-time faculty members, and that the one or two additional persons would not be sufficient to develop and offer 12 new courses on a regular basis on top of courses required for the existing Computer Science degree.

STAFF ANALYSIS

While there is a significant need across the country and in the State for graduates with cybersecurity skills, GSU's intended Cybersecurity program, though non-duplicative in name, would overlap related programs already offered by its neighbors. Staff is concerned that, as the field of computer science has evolved to include cybersecurity components, GSU does not offer courses in this area and thus would have to develop and refine all 12 of the new courses that would make up the program, as currently envisioned. In addition, the existing BS/Computer Science at Grambling is a small program, averaging 9 graduates annually; it is unlikely that two related programs would be viable if Computer Science were to be split into a cybersecurity major, at this time.

BoR staff fully support the expansion of the Computer Science and/or Computer Information Systems majors to incorporate cybersecurity components. As with most new program offerings, staff believes that it is important to have developed and offered a foundation of courses in the anticipated major to offer, first, as a concentration or minor. Doing so would update and strengthen the University's existing programs and provide both a start toward a cybersecurity major and a solid feel for student interest, optimal course content, and demands on faculty. Rather than supporting the development of a new major at this time, staff recommend that when the new cybersecurity concentration or minor has a strong record of student interest and productivity, the University consider seeking to expand that foundation into a stand-alone degree.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend disapproval of the Letter of Intent to develop a proposal for a Bachelor of Science in Cybersecurity at Grambling State University at this time.

AGENDA ITEM III B 1

PROPOSED NEW ACADEMIC PROGRAM

LOUISIANA STATE UNIVERSITY, ALEXANDRIA

BACHELOR of ARTS in WORLD RELIGIONS

BACKGROUND INFORMATION

LSU Alexandria requests Board of Regents' approval to offer a Bachelor of Arts in World Religions. The Letter of Intent to create a BA in Religious Studies was approved by the BoR in June 2017, after the University provided evidence of student interest and graduate employability. LSUA requests that the program be approved with the World Religions title to more accurately reflect the curriculum and learning outcomes.

STAFF SUMMARY

1. Description

LSUA's proposed BA in World Religions degree is an interdisciplinary humanities program that focuses on the academic study of the world's religious traditions and how they relate to the social, political, and economic lives of communities and individuals. The proposed degree provides grounding in the histories, ethics, mythologies, scriptures, and beliefs of communities as they have been situated in specific geo-political contexts. The study focuses on how religion historically and theoretically motivates, provides meaning for, and helps to organize human life, training students to be global thinkers with a deeper understanding of cultural, political, and social commonalities and differences. Through exploration of the nature of major belief systems, sacred texts and traditions, graduates will:

- Further their ability to interpret religions, cultures, history, and societies;
- Sharpen their critical thinking and research skills;
- Improve their ability to obtain and organize knowledge; and
- Develop their communication skills.

Program graduates will bring an informed ethical perspective as they follow many career paths, which will readily include law, business, journalism, politics, teaching, foreign affairs, service, museums and the arts, or graduate-level theological studies and work in faith-based ministries.

The proposed 120-credit hour degree includes the 39-credit General Education core, a 30-credit hour major made up of a 7-course core and a choice of at least 3 electives from a list of 11 options, a 12-credit hour distribution requirement in a foreign language, and a choice of minor. Many of the courses for the major were in place before preparation of the Letter of Intent, and others have been created to develop a comprehensive curriculum. As the program matures, LSUA plans to offer a greater diversity of studies in world religions and critical reflection on scriptural traditions.

2. Students

Interest in the academic study of World Religions at LSUA is already strong. Each semester, 40-75 students enroll in existing courses (including Introduction to New Testament, Studies in the Holocaust, and World Religion), despite those courses not being required by any major. Based on the popularity of courses already offered, the University is confident that the new program will draw the necessary critical mass of students to be a viable degree. Enrollment projections are for growth of about 10 majors per year, building up to at least 10 graduates in Year 5. The projections are based on a student survey that yielded 10 students who would major in World Religions today, if it were available, and 13 students who wanted more information about the possibility.

3. Faculty, Resources & Budget

Existing faculty (three full-time, and four adjuncts) and existing or recently developed courses will sustain the program during the initial years of implementation. During year 3 or 4, an additional faculty member will be hired to expand the breadth of religions covered by courses in the major, specifically in Asian religions and Islam. The program will be housed in the Department of Arts, English, and Humanities, and

will be initially coordinated by the existing department chair until a new assistant professor in world religions is hired. Department funds for library acquisitions will be allocated to increase library holdings in religion by approximately $2,500 over the next five years, in addition to the $1,400 spent in 2017. Existing classroom and office space will meet the needs of the program. Projected program cost starts at $20K for the first year and grows to $51K by the fourth year, primarily to cover adjunct and full time faculty. The institution anticipates that tuition and fee revenue will cover expenses, exceeding costs by year 2 of implementation.

STAFF ANALYSIS

LSUA asks to establish an undergraduate degree program in World Religions to offer a distinctive major to Louisiana students and to strengthen its standing as an undergraduate institution that emphasizes the liberal arts. The Letter of Intent was accompanied by 34 letters of support from entities as diverse as four government offices (two mayors, two police chiefs), ten businesses, and 20 faith-based groups (churches, schools, temples, and institutes). There are currently enough interested students and qualified full-time and adjunct faculty at the University to begin implementation upon approval. LSUA's BA in World Religions fits into the university's role, scope and mission, fills a workforce need, can be implemented at very low cost, and will offer students an opportunity to major in World Religions in a public university without having to leave the State.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the Bachelor of Arts in World Religions (CIP 38.0201) at LSU Alexandria, with a progress report due by 29 December 2019.

AGENDA ITEM III B2

PROPOSED ACADEMIC PROGRAMS

LOUISIANA STATE UNIVERSITY

GRADUATE CERTIFICATE in VETERINARY MEDICAL & BIOMEDICAL SCIENCES

BACKGROUND INFORMATION

LSU A&M requests Board of Regents' approval to offer a Graduate Certificate (GC) in Veterinary Medical and Biomedical Sciences. The proposal was approved by the LSU Board of Supervisors at their meeting in June 2017, and staff have been working with the campus to refine and clarify the proposed program.

STAFF SUMMARY

1. Description & Need

To date, there only 30 accredited schools of veterinary medicine in the US, making the admission process highly competitive. According to the American Association of Veterinary Medical Colleges (AAVMC), over 6,500 applicants nationwide competed for 4,200 seats in first year of veterinary classrooms in 2016. LSU's admission process is even more competitive: only 10 percent of the applicant pool is accepted into the program. LSU's proposed GC in Veterinary Medical and Biomedical Sciences is designed to offer a mechanism for (a) enhancing the academic preparation of students seeking admission into a professional degree program, and (b) preparing students for success once admitted.

There are numerous undergraduate institutions across the country that offer post-baccalaureate programs for students interested in enrolling in highly selective medical or graduate schools but unable to gain admission. However, there are no programs designed to specifically target pre-veterinary students at the graduate-level. The proposed certificate will consist of at least 16-credit hours of graduate-level courses and emphasize instruction in research and direct patient care, which could then be transferred into either graduate or professional school programs upon acceptance.

Key to successful performance in veterinary sciences is a solid foundation in the biomedical science disciplines such as cell biology and physiology – subjects that go hand-in-hand and prepare the student for integrating concepts involved in both veterinary and human medicine. Thus, the certificate program begins with a four-course (11.5-credit hours) core of *Cell Biology & Histology*, and *Veterinary Physiology I-III*, after which students may choose from an array of electives from among the first-year veterinary or graduate courses offered by the School. The 12 choices of elective courses range from Basic & Applied Anatomy to Neuroscience, Critical Analysis in Molecular Biology/Medicine, and Research Techniques in Comparative Biomedical Sciences.

2. Students

The primary target audience for this program will be students interested in strengthening their background and preparation in the sciences to make themselves more competitive as applicants for admission to LSU's School of Veterinary Medicine. Prospective students would be those preparing to apply or reapply for admission to the program. Completion of the graduate certificate would allow these students to demonstrate their academic ability in a good sampling of first-year courses. Those who gain admission would then take the remaining courses with their first-year class, but would potentially have the opportunity to participate as teaching assistants in those courses they have already completed. Students who do not continue as Vet School students would be better-prepared to pursue alternative graduate study.

A second target audience will be students seeking admission to graduate programs in the biomedical sciences who are seeking a stronger background and a more competitive edge. Through their participation in the certificate program, faculty can gauge their academic potential and provide additional training to bolster their skills along with guidance as they seek admission into doctoral programs at LSU or elsewhere.

Certificate candidates will participate in first-year courses alongside regularly admitted first-year students, so they will be experiencing the same course quality and content. The certificate concept is new and untried, but the School anticipates that it could enroll five students in the first year, growing to as many as 25 as the program becomes more visible.

3. Faculty Resources & Budget

No new faculty will be needed to initiate the program because the courses required for the certificate are already offered as part of the first-year programming. The certificate will be administered by the Department of Comparative Biomedical Sciences in the School of Veterinary Medicine, which is heavily engaged in teaching first-year students, and in coordinating the first-year curriculum as well as all anatomy and physiology coursework. Additional expenses, largely limited to lab materials for additional students, would be covered by tuition revenue, and by the School, if needed.

STAFF ANALYSIS

The proposed GC/Veterinary Medical & Biomedical Sciences is a novel idea to provide a bridge or pathway into postgraduate or professional schools, while also providing a rare opportunity for a non-matriculating student to enroll in veterinary courses. Whether or not completers choose to continue their graduate education, the certificate would provide a layer of validation that could not be gained by simply taking classes as a non-matriculating student, i.e., the certificate should make them more competitive for obtaining employment in biomedical research or in other areas of animal or public health.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend conditional approval of the Graduate Certificate in Veterinary Medicine & Biomedical Sciences (CIP 51.2501) at Louisiana State University. A progress report shall be due by December 29, 2019.

AGENDA ITEM III B 3
PROPOSED NEW ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY
PhD in BIOLOGICAL ENGINEERING

BACKGROUND INFORMATION

LSU A&M requests Board of Regents' approval to offer a PhD in Biological Engineering (BE). The Letter of Intent was approved by the BoR in June 2016. The full proposal, received from the LSU System in September, 2017, and reviewed by Dr. Mark Riley, University of Nebraska-Lincoln, Associate Dean for Research in the College of Engineering, previously Department Head of Biological Systems Engineering there, and Department Head of Agricultural & Biosystems Engineering at the University of Arizona, where he helped to construct the graduate program in Biomedical Engineering. His evaluation report was received on November 8.

STAFF SUMMARY

1. Description & Need

An academic program in Biological Engineering focuses on the application of engineering principles to analyze biological systems and to solve problems in the interfacing of such systems -- plant, animal or microbial--with human-designed machines, structures, processes and instrumentation. Research in this field is typically of an applied nature, centering around molecular biology and biomedical engineering, to study applications of organisms and to create biotechnology toward solutions to environmental, processing, agricultural, and health-related challenges. The academic program titles vary among similar graduate programs, including variations of biological-, biosystems-, agricultural-, and bioresources-engineering, but *biological engineering* is what many in the professional field consider to be the umbrella concept. Biological Engineering resonates well with students who have diverse research interests spanning applications in medical, environmental, pharmaceutical, and bioenergy and bioproduct areas.

LSU currently has a strong Biological & Agricultural Engineering (BAE) program in place at the undergraduate and master's level with three-year averages of 40 BSBE and 5 MSBAE graduates. Without a specific PhD program, graduates seeking further study at LSU pursue a Biological Engineering concentration under the PhD in Engineering Science (ES) program. LSU's PhD/ES averages 8 graduates per year with 2-3 focusing on Biological Engineering, primarily on grant funding, in the areas of agricultural, bioenvironmental, healthcare, bioprocessing, and biotech engineering. Approval of this program will allow those students to pursue a named PhD in their area of interest and would help attract additional candidates to the field. The proposed PhD would dovetail with the Fast Path Program in Biomedical Engineering, allowing students to earn a BS, MD and PhD in one to three years less than in traditional programs. Dr. Riley, the external reviewer, described LSU's plan to integrate the proposed Ph.D. in BE with an accelerated BS/MD/PhD program as a "*unique"* and "*enticing*" path for students, noting that, "…while MD/PhD programs are common, as are accelerated BS/MD programs, …none combines all three." Merging the three opportunities could have a positive impact on enrollment in the undergraduate biological engineering program as well.

The proposed program will require 42 credit hours of non-research coursework beyond the bachelor's degree, with at least 21 of those credits at the 7000-level (including the required Graduate Seminar in Biological Engineering), a minimum of 12 credits in BE, at least 6 credits of research (BE 9000), and an approved dissertation. An individualized program of study will be developed for each student, in consultation with the student's committee and major professor.

LA Tech offers a similar PhD in Biomedical Engineering (averaging 4 graduates per year); however the two fields are not the same. While the faculty backgrounds in BAE at LSU do include some individuals with experience in biomedical engineering, and much of the faculty research is in this area, the LSU program concept is designed with a broader intended scope, both in training opportunities and curriculum. Prospective graduate student applicants may consider both programs, but overlap in the experiences that students will receive appears to be minimal. This research and content area is broad enough for the two

programs, and there is hope that the two will generate partnership opportunities in faculty and student research and exploration.

2. Students

LSU anticipates that 10 students will enroll initially, increasing to 25 students by Year 5. Because the undergraduate program would offer a natural pipeline of graduate students, the enrollment projections are reasonable. Furthermore, LSU's existing faculty have active research agendas, with peer-reviewed publications and external funding which can be used as a recruiting tool.

3. Accreditation

Because the proposed program is a graduate program, it would not require review by ABET, which is the accrediting agency for undergraduate engineering programs.

4. Faculty, Administration, and Budget

LSU has the resources currently in place to implement this program. No new courses would need to be created to implement this program; however, as the program matures, the PhD program may require some course adjustments to ensure that the program is responsive to students' research interests. Such an adjustment would be minimal and could be accomplished through a rearrangement of elective courses being developed by the newer faculty. Presently, the BE department consists of 10 faculty with research and teaching responsibilities, a research professor, three extension faculty, and six adjunct faculty. The expertise of the faculty range from bioenergy, processing, and water management to cell biology, nanotechnology, and stem cell technology. As the program matures, new faculty with a biomedical engineering degree and expertise will be needed. The program will be administered through the Department of Biological and Agricultural Engineering. If approved, the projected costs to operate the program administratively are a small increment above the current operation. Future faculty hires may require additional laboratory space and renovations which could be implemented in response to program growth and success.

STAFF ANALYSIS

The doctoral program envisioned by LSU resonates well with students whose diverse research interests span applications in medical, environmental, pharmaceutical, and bioenergy and bioproduct areas. The intended program is a good fit with the University's mission, and it has a proven track record of student interest and productive faculty. In addition, it can be offered at minimal cost to the institution as it is essentially a 'breakaway' from the existing PhD in Engineering Science. As Dr. Riley observed, "This is a well-developed and timely plan. The department is well suited to take on this change and would benefit greatly from having the program in place, as would the institution benefit from its development."

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend conditional approval of the of the PhD in Biological Engineering (CIP 14.4501) at Louisiana State University. A progress report shall be submitted by 29 December, 2019.

AGENDA ITEM IV A

PROPOSED RESEARCH UNIT

LOUISIANA STATE UNIVERSITY
SOCIAL RESEARCH and EVALUATION CENTER (SREC)

BACKGROUND INFORMATION

LSU A&M is requesting full approval of a Social Research and Evaluation Center (SREC). The request was approved by the LSU Board of Supervisors at their September 2017 meeting.

STAFF SUMMARY

1. Description and Need

LSU is proposing to create the Social Research and Evaluation (SREC) as an expansion and replacement of its existing Office of Social Service Research and Development Unit (OSSRD). Established in the 1980s as part of the LSU School of Social Work, the OSSRD provided a venue through which a wide variety of social research and evaluation activities were conducted. Over its history, the OSSRD has developed, implemented, and evaluated multiple projects, including the state-funded Truancy Assessment and Service Center (TASC), the Baton Rouge Area Violence Elimination (BRAVE) project, and the Youth Empowerment Program (YEP).

The OSSRD has demonstrated a longstanding commitment to carrying out multidisciplinary research and initiatives that address complex social and behavioral problems, while also securing over $102 million in funding from federal, state, and foundational grants and contracts. The new name and recognition by the BoR as a Center will allow the SREC to increase its ability to attract external funding and expand its collaborative outreach. As the OSSRD unit has proven its success as a social research hub and a source for community advancement in the State of Louisiana, LSU is requesting full approval for the new Social Research and Evaluation Center, instead of the usual one-year conditional approval status.

2. Activities

Although not formally recognized, the OSSRD unit has essentially functioned as a research center, bringing evidence-based practices to inform policies that address complex social problems. If approved, the proposed SREC will continue to advance the original mission, which seeks to improve the wellbeing of individuals and communities through the: (1) provision of multidisciplinary, scientific inquiry into complex social problems; (2) design and implementation of social programs; (3) evaluation of interventions and policies; and (4) provision of consultation and professional development training. The OSSRD has successfully undertaken many initiatives, including:

- The Byrne Criminal Justice Innovation (BYRNE) project provides innovative strategies and practices to suppress incidents of crime in six Baton Rouge neighborhoods: Eden Park, Greenville Extension, Istrouma, Midtown, Smiley Heights, and Melrose East. Ongoing strategies include community crime meetings, blight/legal clinics, and after-school youth programming.
- The Baton Rouge Area Violence Elimination (BRAVE) initiative is focused on cracking down on the worst youthful offenders in the targeted area, while providing alternatives to violence and crime.
- The Louisiana Dropout Study explores the impacts of dropping out, versus graduating, from Louisiana public schools on later criminal activity (as defined by Department of Corrections [DOC] involvement).
- The Youth Empowerment Program (YEP) project provides an after-school program for 4th and 5th grade elementary boys in two schools located in the BR Choice and BCJI areas. This program offers academic assistance, social and emotional character development, and enrichment activities.

3. Resources, Administration, and Budget

The SREC will remain under the auspices of the College of Human Sciences and Education (CHSE). The Center will be run by executive director, Cecile Guin, PhD, who brings a wealth of knowledge of the

development and administration of federally-funded research and a strong research agenda focused on addressing many of the social problems inherent to Louisiana. She is supported by an associate and an assistant director, research faculty and staff, and graduate assistants/student workers. The Center has already secured over $800K in state funds, grants and contracts, with $480K in pending revenue for AY 2017-18. Annual grant, contract, and workshop revenue, based on the historical trends of the OSSRD funding sources, is projected to average $594K, with an addition of annual support ($250K) provided by the College, as needed. The CHSE's Office of Sponsored Research will remain responsible for all financial aspects of the SREC and will provide pre-grant application and post-grant award budget development and support. The estimated annual expenses of $600K will be offset by external funding.

STAFF ANALYSIS

Although never formally recognized, as a Center, the existing OSSRD has demonstrated a long-standing commitment to bringing research and evidence-based practices to inform social policies. It is a vibrant and publically visible epicenter for addressing social and behavioral issues, a valuable asset to both the LSU community and the State. Because the OSSRD has essentially functioned as a Center for more than 20 years (e.g., conducting research and outreach, attracting external funding), staff support LSU's request for full approval of the SREC.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend full approval of the Social Research and Evaluation Center (SREC) at Louisiana State University, with a reauthorization request and report due by 1 December 2022.

AGENDA ITEM V A
PROPOSED NEW POLICY

AcAf 2.22 – Minimum Requirements for Dual Enrollment

BACKGROUND INFORMATION

As dual enrollment programs continue to expand nationwide, the need for guidelines to ensure a seamless bridge between secondary and postsecondary education becomes more apparent. Concerns around lack of uniformity in course content and rigor, access and eligibility, faculty qualifications, and cost and funding models are consistently raised, not only in Louisiana but across the nation. In August 2017, LA Board of Regents staff proposed a statewide policy (AcAf 2.22, *Minimum Requirements for HS Dual Enrollment in College Classes*) to begin to address the issues.

In keeping with the key goal of creating for students a seamless transition from high school to the workforce or to postsecondary education by providing eligible students the opportunity to earn up to 30 credit hours while in HS, AA 2.22 establishes separate minimum eligibility standards for courses in the two paths – academic/transfer and technical/work skills. The policy sought to ensure that HS students will be college-ready in both math and English before graduating, particularly if they intend to pursue any academic courses or programs in college. The August draft policy required that, in addition to maintaining a cumulative HS GPA of at least 2.5 (2.75, effective Fall 2019), HS students in need of remediation in mathematics or English/writing had to complete all required remediation before enrolling in *any* course on the Articulation Matrix, i.e., achieve or exceed an ACT (or equivalent) Composite score of 19, with subscores of 19 (Math) and 18 (English). For technical/work skills courses (e.g., not transferrable General Education or not on the Master Articulation Matrix), the minimum criteria were an ACT (or equivalent) Composite of 15 or a WorkKeys Silver certificate.

The Board tabled a final vote on the policy in August to allow for further discussion with the College & Career Readiness Commission (CCRC) and other parties. Regents' staff have since met with the CCRC on three occasions to discuss dual enrollment, the contextual framework of the policy, intended revisions to the proposed policy, and a report on dual enrollment in Louisiana (Atch 2). Staff communicated with Scott Richard (LA School Board Association) on the policy and admission vs placement indications of college readiness. After the CCRC meeting, staff met with representatives of LCTCS and LDoE to discuss student eligibility guidelines for Technical/Work Skills dual enrollment courses, and college and school arrangements for the *Early College* programs at RPCC and SLCC. Although there are specific requirements and pre-requisites for particular courses and programs, in general, the minimum requirement for enrollment in a basic technical skills course is demonstration of ability to benefit, or basic literacy, and since the predominance of those courses are offered through LCTCS institutions, eligibility requirements are to be determined by the Management Board.

While the intention of the August policy was to promote college and career readiness, BoR staff recognize that under the original proposal, the eligibility requirements would create initial barriers to access for some students. BoR staff have re-drafted AcAF 2.22 policy to require that HS students <u>who meet other readiness indicators</u> but are in need of remediation, based on ACT/equivalent scores in either mathematics or English (reading/writing), must be making progress to address necessary remediation to enroll in any courses on the Articulation Matrix:

- Students with <u><18 in ACT English</u> may be allowed to enroll in <u>mathematics</u> courses for DE, if they concurrently address their reading/writing deficiencies; and
- Students with <u><19 in ACT Math</u> may be allowed to enroll in <u>English, foreign language, history, or introductory social science, humanities, or arts survey</u> courses for DE, if they concurrently address their mathematics deficiencies.
- Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the Spring semester/term of the Senior year, a student must be able to demonstrate college readiness in *both* English and mathematics.

Examples of ways for students to concurrently address deficiencies are included in the policy, e.g., by continuing to complete core classes, participating in online subject area reviews before re-taking the assessment, or enrolling in a BESE-approved HS transition course or College developmental course in the subject area, after completing at least three HS core classes in the subject area, etc.

STAFF SUMMARY

The proposed policy describes the absolute expectation that content, outcomes and expectations for any course leading to college credit must, at a minimum, be identical to what is offered and expected on the college campus, whether the class is made up of HS or college students and taught at the school or on the campus. It reiterates that, just as the course rigor should be identical, there is no difference in expected qualifications for a DE instructor from those of any other on-campus instructor. In instances when the DE instructor is not a regular member of the on-campus faculty (e.g., if the DE instructor is a graduate teaching assistant, new adjunct faculty member, or high school instructor), the policy requires appropriate, formal training on delivery of the particular course, to include the course syllabus, expectations for delivery, grading, and student performance. Mirroring reminders from the president of SACSCOC in a letter to Louisiana institutions regarding dual enrollment, it also specifies that all students enrolled in a DE course should be fully participating at the college level.

The proposed policy follows this staff summary (Atch 1), with changes to the original identified and tracked. Page 3 of the policy is a placement chart with ACT and alternative measures, including End of Course (EOC) scores in English II, Algebra I, or Geometry that correlate (at >85% probability) with the required ACT subscores. The chart is dated for 2017-19 to signal that it will be updated upon receipt of new or better readiness indicators (e.g., in Aspire, Pre-ACT, or changes in EOC scoring). Attachment 2 is the report written for the College & Career Readiness Commission.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend approval of the proposed Academic Affairs Policy 2.22 policy – Minimum Requirements for Dual Enrollment, and authorize staff to update the attached Placement Score table as needed.

(Proposed) Academic Affairs Policy 2.22
Minimum Requirements for Dual Enrollment
Public Postsecondary Quality Guidelines

Purpose: To ensure quality and transferability of dual enrollment courses.

Dual Enrollment is the enrollment of a high school (HS) student in a college course for which dual credit (both college and HS credit) is attempted and recorded on both the student's secondary and postsecondary academic record. A college course offered for Dual Enrollment is: (1) an on-site or online college course taught by the postsecondary institution, or (2) a specially scheduled college course taught at the high school. Postsecondary institutions must adhere to BoR Policy and must comply with all accreditation requirements for awarding credit.

Course Content, Rigor. Collaborative agreements between secondary and postsecondary institutions for the delivery of dual enrollment courses should address curricular oversight and rigor, faculty standards, and student mix, specifically indicating that dual credit courses are clearly at the collegiate level and reflect the standards of postsecondary work.

1) Student outcomes listed on the syllabus, midterms, and finals must, at minimum, be identical to what is offered and expected on the college campus. Variations in the syllabus may be allowed to accommodate the needs of the high school or the matching HS course, but such variations cannot negatively impact student outcomes, midterms, or finals in the college-credit course.
2) Assignments, midterms, and finals must be graded at a college level for the college credit, regardless of course delivery method, location, instructor, facilitator or process. Grades awarded may differ between what is on the secondary transcript and what is on the postsecondary transcript if the HS measures differ from those of the college/university.
3) Academic (GenEd/transfer) courses must be listed on the Master Articulation Matrix, with Common Course Number listed on the syllabus so that students will know where and how the course will transfer. (Exceptions may be made for students who have advanced beyond the matrix.)

Student Eligibility[1]. Because HS students, in most cases, have not had the degree of exposure to academic course content that a freshman student would have experienced through completing the Regents' academic (*TOPS-University*) core, it is logical that eligibility requirements for Matrix courses would be slightly more specific in demonstrating readiness for college-level work. Students must meet any eligibility requirements the postsecondary institution designates, including prerequisites, placement measures, etc., in addition to *minimum* requirements outlined below. *Minimum requirements may be increased by the postsecondary institution for particular courses or for dual enrollment, in general*.

Academic Courses (Master Articulation Matrix)

With the goal of concentrating on the Core foundation and college readiness upon graduation, HS students in need of remediation in mathematics or English/writing must be making progress to complete all required remediation ~~before~~ to enroll~~ing~~ in any course~~s~~ on the Master Articulation Matrix, i.e., ~~they must be able~~ to demonstrate ACT (or equivalent) Composite of at least 19 with subscores of at least 19 (Math) and 18 (English).[2] The postsecondary institution may require higher readiness indicators.

- Students who meet other readiness indicators but have <18 in ACT English may be allowed to enroll in mathematics courses for DE, if they concurrently address their reading/writing deficiencies; and

1 Minimum requirements are effective Fall 2018. Students who successfully completed (with grades ≥C) DE courses in the preceding ~~spring~~ semester may be *grandfathered* in to continue enrollment.

2 Students who have not yet taken the ACT in high school may qualify via posted *Minimum Admission/Placement Score Guides*, e.g., Pre-ACT (18E, 19M), Aspire (433E, 431M) or EOC (740 E-II, 760 A-1, or 750G).

- Students who meet other readiness indicators but have <19 in ACT Math may be allowed to enroll in English, foreign language, history, or introductory social science, humanities, or arts survey courses for DE, if they concurrently address their mathematics deficiencies.
- Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the Spring semester/term of the Senior year, a student must be able to demonstrate college readiness in *both* English and mathematics.

Students may concurrently address deficiencies in several ways, e.g., by continuing to complete core classes, participating in online subject area reviews before retaking the assessment, or, after completing at least three core English/math courses, enrolling in a BESE-approved HS transition or college developmental course for which a grade ≥C will be considered equivalent to the required ACT.

Dual Enrollment students must have and maintain a cumulative HS GPA of at least 2.5 (2.75, effective Fall 2019), verified by the high school, to initiate or continue dual enrollment.

Institutions engaged in recognized Early College programs (SLCC and the Early College Academy in Lafayette Parish; RPCC and the Early College Option in Ascension Parish) will adhere to this policy except as recommended by the Management Board and endorsed by the Board of Regents.

Technical/Work Skills Courses (Not on the Articulation Matrix)

A technical/work skills course is a course in a skill or occupational training area that contributes to a declared Career Area of Concentration and/or leads to a recognized industry based certification, certificate, or diploma. It is not a transferrable General Education course or listed on the Master Course Articulation Matrix. HS students seeking to enroll in a technical/work skills course must demonstrate an ability to benefit as defined by the Management Board and its member campuses.

~~HS students must have an ACT (or equivalent) composite score of at least 15, or a WorkKeys Silver certificate. The postsecondary institution may require higher readiness indicators.~~

Instructor. There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. Likewise, there is an expectation of appropriate oversight of dual credit instructors if adjunct instructors are used, just as would be expected for any other college program. Whether or not the instructor of record is actually engaged in teaching students in the classroom or online or is overseeing the teaching process, the individual listed as the instructor of record is responsible for content/instruction delivered in the classroom.

1) To ensure the quality and integrity of the academic content and delivery of the course, the person delivering the instruction as a representative of the institution should be a qualified, effective faculty member. That individual must, at a minimum, meet the institution's policy on faculty qualifications, within SACSCOC (or COE) credential guidelines.
2) Especially if the person delivering or facilitating the instruction is not a regular member of the postsecondary institution's on-campus faculty, s/he must receive appropriate formal training by the postsecondary institution/department on delivery of the particular college course: syllabus; campus and departmental expectations for delivery, grading, and student performance. The teacher/facilitator must meet with a postsecondary departmental representative (or participate in a workshop offered by the institution) within 12 months preceding the start of class to review the curriculum, course content, measurement, and student outcomes. Each institution will report to the BoR a description of the process which DE instructors are required to complete prior to offering the course.

Student Mix. College courses offered for dual enrollment credit should be differentiated from regular HS courses in content and performance expectations. The class may be comprised of all secondary students or a mix of both HS and college students, but all participating in the course should be fully participating at the college level, whether enrolled for college credit or auditing for content or challenge. If a dual credit course includes students not taking the course for college credit, postsecondary institutions should be prepared to offer a compelling explanation as to how the *collegiate level* of the course is ensured.

-- 2017-19 Minimum Dual Enrollment/Placement Scores --

Alternative minimum scores are offered below for college-level enrollment. Postsecondary institutions may set higher scores for placement in particular courses or for high school enrollment in college courses.

Academic Courses (on the Master Articulation Matrix)		
	ENGLISH	**MATHEMATICS***
For students with ACT scores. (May use alternate measures for ACT score earned before 10th grade.)		
ACT	18	19
For High School Dual Enrollment: students who have not yet taken the ACT in high school**		
ASPIRE	433	431
Pre-ACT	18	19
EOC	English II: 740	Algebra I: 760, or Geometry: 750

* *For College Algebra, >20 ACT, 435 Aspire, 22 Pre-ACT Math, 770 Algebra I EOC, or 760 Geometry EOC is recommended.*

** *ACT confirms that ASPIRE and Pre-ACT are predictive measures to aid in focusing HS instruction and do not replace ACT: if a student has taken the ACT in HS, the ACT score must be used as the placement measure.*

In lieu of the instruments listed above, a college or university may propose its own alternate placement system, but such a system must be validated on the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT. Proposals for alternate placement systems, with corresponding data, must be presented to the BoR Division of Academic and Student Affairs for approval by the Board of Regents.

A Report to the College & Career Readiness Commission

Introduction and Background: A National Perspective

Promoting college access and building an educational foundation for success in college are widely accepted educational goals, particularly in an era when postsecondary credentials are key to economic and social mobility. As policymakers search for strategies to increase college and career readiness among high school students, discussions center on the disconnection between the K-12 and postsecondary systems. Setting higher graduation standards and implementing more rigorous core course standards are among the most common efforts made by states to ensure college readiness and facilitate student's transition to college, but they are far from the only strategy. Dual enrollment, a college readiness strategy, which currently numbers over 3 million enrollees nationally, is the practice of enrolling students in college courses while in high school. Upon successful completion of the course, students receive both high school and college credit. There is compelling evidence from several states (e.g., Florida, New York, Texas) and one nationally representative study indicating that successful dual enrollment students are more likely to graduate from high school, be prepared for college, enroll in college, persist and progress toward the degree, and complete the degree. Participation in Dual Enrollment has exceeded all expectations as a result of the national narrative that these courses decrease time to degree, increase retention and graduation rates and decrease student debt. However, in the absence of policies to address issues of course content and rigor, access and eligibility, faculty qualifications, and cost and funding, the value of the dual enrollment experience is compromised.

The challenges of dual enrollment are realized across the higher education community. A recent article in Education Week asked "are dual-enrollment programs overpromising?" The author articulates the national concern about the challenges that students who earn credits through some dual enrollment programs face in applying those credits in college (Gerwertz 2016). The Chronicle of Higher Education also featured two articles, highlighting the "dark side of dual enrollment" (Smith and Nixon, 2013) and "how dual enrollment contributes to inequality" (Gilbert, 2017). These articles emphasize the problem: creating a mechanism for moving students through the system without addressing rigor and quality, access and eligibility, and cost and funding is risky for the students and for maximizing state resources.

Dual Enrollment in Louisiana

As is the case nationally, dual enrollment in Louisiana is designed to prepare high school students for college and careers by enrolling them in college-level academic or work skills courses through which they may earn both college and high school credit. College courses keep academically qualified students challenged, give them early exposure to college-level rigor, and provide the opportunity to gain college credit. For those who don't remediate deficiencies in high school courses, developmental courses help academically underprepared students to meet minimum standards of proficiency, graduate with a high school diploma and gain admission to college. (These post-secondary courses are designed to serve students who did not succeed in the high school "transition courses" as required by Act 250 of the 2017 Regular Session of the Louisiana Legislature.) Work skill courses provide technical training toward industry-recognized certifications and credentials. These courses and experiences also encourage partnerships between secondary school systems and postsecondary institutions to reduce the large number of high school students leaving school, either as dropouts or graduates, prepared for neither college nor the workplace.

Recognizing the need to better understand these issues in the context of Louisiana's dual enrollment programs, House Concurrent Resolution (HCR) 141 and Senate Resolution (SR) 182 of the 2016 Regular Session of the Louisiana Legislature requested that the State Superintendent of Education and the Commissioner of Higher Education, in collaboration with other state agency leaders and consultation with key stakeholders, study and make recommendations relative to the availability, expansion and use of dual enrollment programs to better support students' transition from secondary to post-secondary education. In addition to support for expansion of dual enrollment for qualified students, key among the report's findings were the need:

1. To develop statewide guidelines that safeguard the quality and integrity of the State's dual enrollment programs.
2. To design senior year scheduling to prepare students for college-level coursework, providing

remediation, if needed, before guiding the student into dual enrollment opportunities.
3. To focus and accelerate college and career counseling
4. For the Board of Regents to develop a policy outlining minimum qualifications for students to enroll and instructors to teach dual enrollment courses

The full report from BESE and the Board of Regents is attached.

Through the Statewide Student Profile System (SSPS), the BoR maintains a comprehensive database of enrollment information submitted each semester by each postsecondary institution. Because the focus is on college enrollments, high school student enrollments are identified by the Preparatory (PR) status designation, whether or not the student sought or receives high school credit for the college course. Unless otherwise noted, the numbers in this report focus on the Fall semester enrollment because of the inherent duplication in headcounts when students enroll for both fall and spring: each semester is reported and analyzed separately.

Initially developed as a program for advanced students, dual enrollment has evolved over time to include a broader spectrum of students. This program has seen unprecedented growth over the last 20 years as the national narrative looks to dual enrollment as a program that increases access, and contributes to college achievement. In 2006, the BoR initiated a limited pilot funding project (later named *Early Start* DE Funding) to encourage dual enrollment, and PR enrollments began to surge. (Table A). Since that time, dual enrollment has more than quadrupled.

Table A: High School Students Enrolled in College Courses, Fall Semesters

Fall Semester	Universities	Colleges	Total PR Students
2000	205	296	501
2001	279	430	709
2002	269	363	632
2003	406	1,758	2,164
2004	385	2,247	2,632
2005	659	2,555	3,214
2006	1,079	4,098	5,177
2007	2,117	6,011	8,128
2008	4,811	9,463	14,274
2009	4,859	12,780	17,639
2010	6,073	12,949	19,022
2011	7,369	12,113	19,482
2012	8,663	13,184	21,847
2013	9,410	13,091	22,501
2014	10,211	12,998	23,209
2015	11,464	11,912	23,376
2016	13,286	9,989	23,275

There are two categories of postsecondary courses that high school students generally seek: technical/skills training courses and academic/general-education courses. Technical training courses, usually provided by technical and community colleges, fall under the high school Jump Start TOPS Tech (Career) Diploma pathway through which students pursue basic or advanced credentials in statewide or regional career areas through elective dual enrollment coursework. Academic courses, provided by both universities and community colleges, fall into recognized academic areas (such as English Composition, College Algebra, American History) within the postsecondary General Education core and align with upper level courses in the high school TOPS University Diploma pathway. As an example, a student could earn dual credit for College Algebra (CMAT 1213) and Algebra III.

Eligible students may enroll in any course that is available to them, whether or not they intend to continue into college after high school. In addition, they do not have to enroll in the same college from which they earned the dual enrollment credit. That fact is illustrated in tables B-D in the attachment.

Because students do not have to enroll in college immediately after finishing high school, BoR examined data from 67,169 First-Time-In-College (FTIC) students from the six-year time period of 2010-11 through 2015-16 who began college with previous Preparatory enrollment while they were in high school. (See Tables B-D in the attachment.) The data indicated that:

1. More high school dual enrollment students that enrolled for DE at 2-year colleges (36,172) went on to college than those who enrolled in DE at 4-year colleges (30,997)
2. Nineteen percent (19%) of high school students who enrolled in DE courses at 2-year colleges returned to that same institution as a freshman, compared to 24% of high school students who enrolled in DE courses at 4-year colleges
3. 55% of the 15,333 Total Preparatory students who enrolled as freshmen in 2-year colleges took Dual Enrollment at a different institution; while 78% of the 4-year Freshmen brought DE credit from other institutions
4. LSU enrolled the most students who earned DE credit, 12,261 (18% of the total) over the six-year period. However, 91% of those students earned their dual enrollment credit at another Louisiana public institution.

Due to the lack of standardization and uniformity of DE programs across Louisiana in general, research is mixed as to whether or not dual enrollment positively impacts college success. In a 2017 study conducted at LSU, the largest recipient of students who have completed dual enrollment courses in Louisiana (FTIC with DE), the effect of dual enrollment on college achievement was measured by studying the academic performance of three entering class cohorts: 15,933 students from the 2010, 2011 and 2014 first time freshman class cohorts. Of the total sample, 18% had DE credits, 14% had Advanced Placement (AP) credits and 64% had no pre-college credits. The students who entered LSU as freshmen had earned dual credit at every Louisiana public institution (only less than one-fourth had earned dual enrollment credit at LSU). A comparison of the students' performance showed that those with DE credit had a slightly lower LSU GPA (2.7 vs 2.8) and graduated in a similar amount of time (9.4 vs 9.8 semesters). There was no significant difference between the DE group and those with no pre-college, in their freshman to sophomore year retention or likelihood of graduation. Students with AP credit had the highest LSU GPA (2.95) and were more likely to be retained than the other two groups.

The findings in the LSU study provide a cautionary note to the idea that students with DE necessarily perform better (GPA), are retained at higher levels and graduate in a shorter amount of time. Course content, quality, and rigor in DE courses do matter, particularly in courses on the Articulation Matrix: dual enrollment students can enroll as freshmen *anywhere* after high school, and need to be on equivalent footing with others in the courses they take as college students.

<u>Course Content and Rigor</u>

In a 2016 email addressed to CEOs of SACSCOC Institutions, Belle Wheelan, President of SACSCOC, wrote to "serve as a reminder that all aspects of the granting of college credit in such [dual enrollment] programs falls under the purview of the *Principles of Accreditation,"* which, she noted, "apply to all institutional programs and services, wherever located or however delivered." Among her specific areas of concern in the intersection of accreditation principles and dual enrollment offerings was curricular oversight and program rigor: "Course/program rigor should be comparable to that of other offerings and clearly at the collegiate level." She added that, "If a dual credit course includes students not taking the course for college credit, [postsecondary] institutions should be prepared to offer a compelling explanation as to how the "collegiate level" of the course is ensured." Dr. Wheelan's communication was prepared in part to express the accreditor's concerns over situations occurring in many states regarding the quality, control and rigor of dual enrollment offerings.

Though accredited colleges and universities "are fully responsible for coursework transcripted under their names," Louisiana public postsecondary institutions are in the unique position of a series of state laws (RS 17:1361-3169) that led to the Master Course Articulation Matrix, identifying common lower-division courses that may be offered by any duly accredited college or university, taught by faculty with comparable credentials, and considered equivalent courses, guaranteed to transfer to any educational institution participating in the statewide system. The BoR manages and maintains the Course Articulation Matrix and the Common Course Catalog of courses in the matrix. The Matrix is a "trust document" that the common courses listed cover the equivalent content to equivalent depth, regardless of where the course credit is earned. Students who complete course 'A' at one institution will be prepared to succeed in course 'B' at another. Otherwise, the transfer student could be at a serious disadvantage; more so for the DE student, if the DE course is not taught with the content and rigor of a regular college course. As SACSCOC noted, the course rigor must be comparable to that of other offerings at the college/university granting the credit, and clearly at the collegiate level.

Gilbert (2017) warned that, "If there were significant differences between concurrent courses and regular high-school courses, or real similarities between concurrent courses and actual college courses, then it might be worth using public money to make concurrent enrollment available to all college bound students. But these courses ... taught in high schools, to high-school students, by high-school teachers … are high-school courses." The proposed BoR policy insists that dual credit courses must be clearly at the collegiate level, taught by trained and qualified faculty representing the postsecondary institution, and reflecting the standards of postsecondary work – in student outcomes listed in the syllabus, and with the grading of assignments and exams.

At the outset, the probable positive outcomes of dual enrollment were recognized: increased probability of college enrollment, academic achievement, attainment of a credential, etc. However, it is just as important to recognize the possible adverse consequences of enrolling underprepared students in college courses. Research has demonstrated that students who experience academic failure are at a greater risk for academic disengagement and lowered self-efficacy which can increase an individual's risks for depression and low self-esteem. All of these issues can reduce the student's willingness to engage in further education or the student's ability to achieve.

It is possible that the reasons expressed above have led to institutions treating high school students in college courses differently than college students (which in part defeats some of the purposes for pursuing dual enrollment). Regents' staff have been informed that in some cases, in order to prevent dual-enrolled students from failing classes, they are allowed to withdraw from the course without a grade as late as the final exam. A review of dual enrolled students in Fall 2016 indicated that 607 (2%) received a grade of F and 1,197 (3%) received a grade of W. An additional 6,468 (19%) received a grade of Incomplete. Regents' staff is unable to determine whether these grades were ever changed, or how many dual-enrolled students were retroactively withdrawn from college classes, resulting in no academic record whatsoever. Since no record exists, Regents' staff is unable to determine its frequency of occurrence. While these activities may be designed with the students' interest in mind, they do not represent a college-type experience.

Access and Eligibility

Despite increases in access to higher education in the second half of the twentieth century, inequities in postsecondary participation persist. Rates of postsecondary enrollment indicate that students from low socioeconomic statuses and racial/ethnic minority groups may be disadvantaged with regard to access to higher education. While successful dual enrollment programs hold great promise for accruing meaningful benefits to participants including increasing postsecondary educational opportunities, they also have the potential to exacerbate persisting inequities in college access. As shown in Table E, below, disparities in dual enrollment participation do exist by race in Louisiana. [Note that Preparatory students include those from Private high schools, and there is a large proportion of Preparatory students for whom race or ethnicity is unknown.] These data are consistent with those included in the earlier response to the legislative resolutions.

Table E. Participation in Dual Enrollment, And Total HS Enrollment, Gr 10-12

LA Preparatory Students in Fall 2016, by Race			Public HS Enrollment, Fall 2016	
Race/ Ethnicity	# PR Students	Percentage	Total HS Stu, Gr 10-12	Percentage
White, Non-Hispanic	12,989	56%	68,282	48%
Black, Non-Hispanic	4,774	21%	60,846	43%
Hispanic of any Race	843	4%	7,285	5%
Other (including Unknown)	4,669	19%	5,589	4%
Total	**23,275**	**100%**	**142,002**	**100%**

There is a strong desire to promote access to DE for a broad-range of students. Yet, there is also a need to maintain academic standards and ensure that students are mentally and emotionally ready for college-level work to pursue their college goals, i.e., to do no harm. Zinth (2014), while noting that issues of comparable rigor, minority student access, and cost have not been consistently resolved, also pointed out the challenge of assuring course rigor in dual enrollment courses if large numbers of underprepared students are enrolled – including the very human pressure to adjust course content and rigor to meet current student needs, thus downgrading the college-experience for the entire class. This can be particularly detrimental to students in academic (Matrix) courses which, at the Freshman level, are frequent prerequisites to more rigorous, focused coursework in related subjects. This pressure aligns with the concerns expressed in the previous section.

The statewide minimum standards for freshman admission to universities is based on a combination of factors: completion of the 19-unit Regents' Core (which mirrors BESE's TOPS University Core); a 2.0 overall High School GPA; either a Core GPA or ACT Composite score (starting with 2.0 Core GPA or 20 ACT, depending on the institution); and placement in college-level coursework in English and math. Two-year colleges are open admission, and regional universities may admit students who need one remedial course in English or math, but <u>all</u> postsecondary institutions follow the same minimum placement standards for college-level, degree credit courses: 18 English, and 19 math ACT subscores, as outlined in BoR AA Policy 2.18.

By enrolling in a college course, a high school student begins a permanent college transcript that will follow him after high school and be considered in decisions concerning admission, scholarships, TOPS continuation, and even eventual college graduation, when cumulative GPA is a factor. It is a serious endeavor, to be taken seriously. A student who "messes up" impacts far more than the high school GPA; thus, colleges and universities care that a dual enrollment student is ready for the challenge and properly advised on both the values and the risks, to avoid voluntarily enrolling students in experiences for which they are ill prepared and at which they will fail. Because the DE student does not have the foundation of the 19-unit high school core and Core GPA, other factors rise in importance, e.g., the overall GPA on courses completed to date as an indicator of student engagement and performance. (Per the Education Commission of the States, eight southern states include HSGPA as a DE eligibility measure, by policy, going as high as 3.0 (FL, NC) to 3.5 (GA). The BoR is proposing a 2.5 (eventually 2.75) HSGPA for enrollment in college transfer courses on the matrix.

<u>Faculty Qualifications</u>

In spite of the fact that a majority of DE courses are taken at high schools and taught by high school instructors, DE courses and instructor qualifications should mirror those of traditional postsecondary courses. Again, from Belle Whelan's 2016 email (SACSCOC): "There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. There is also an expectation of appropriate oversight of dual credit instructors if adjunct instructors are used, just as would be expected for any other college program." The BoR proposed dual enrollment policy states that the individual listed on the record as the course instructor must be the one responsible for content and instruction delivered in the classroom. In addition, if not a member of the regular college teaching faculty (a graduate teaching assistant, adjunct or conditional faculty, or high school instructor) the DE instructor must receive appropriate formal training by the college/university on delivery of the course: syllabus, departmental expectations for content, grading, and student performance, with periodic meetings with

departmental representatives, e.g., within 12 months of the start of class. Each institution will report to the BoR a description of the process which each of these DE instructors is required to complete prior to offering the course.

Board of Regents' Dual Enrollment Policy

In August 2017, LA Board of Regents' staff drafted a statewide policy (AcAf 2.22, *Minimum Requirements for HS Dual Enrollment in College Classes*) to address the issues of rigor, eligibility, and instruction. In keeping with the statewide goal of creating a seamless transition from secondary to postsecondary education for students by providing eligible students the opportunity to earn college credit hours (with the aspirational goal of 30 postsecondary credit-hours prior to high school (HS) graduation), AcAf 2.22 required that students would be college-ready in both math and English before enrolling in any academic college-level course listed on the Master Articulation Matrix. In addition, dual enrollment students enrolling in academic courses must have and maintain a cumulative HS GPA of at least 2.5 (2.75, effective Fall 2019), verified by the high school, to initiate or continue dual enrollment. For technical/work skills courses not on the Matrix, the minimum criteria were an ACT (or equivalent) Composite of 15 or a WorkKeys Silver certificate.

Recognizing that under the original proposal, the eligibility requirements would create barriers to access for some students who were otherwise prepared for the classes they sought to take, BoR staff re-conceptualized AcAf 2.22 policy to require that HS students who meet other readiness indicators but are in need of remediation, based on ACT/equivalent scores in either mathematics or English (reading/writing), must be making progress to address necessary remediation to enroll in any courses on the Articulation Matrix. The revised staff draft policy is attached and provides that:

- Students with <18 in ACT English and ≥19 in ACT Math may be enrolled in mathematics courses for DE, if they concurrently address their reading/writing deficiencies; and
- Students with <19 in ACT Math and ≥18 in ACT English may be enrolled in English, foreign language, history, or introductory social science, humanities, or arts survey courses for DE, if they concurrently address their mathematics deficiencies.
- Because it is important that DE students graduate college-ready, before enrolling in any course on the Master Articulation Matrix in the Spring semester/term of the Senior Year, a student must be able to demonstrate college readiness in both English and mathematics.

Students may concurrently address deficiencies in several ways, e.g., by enrolling in a HS transition course or developmental course in the subject area, continuing to complete core classes, participating in online subject area reviews before re-taking the assessment, etc.

Alternative Measurement Options for DE

Current placement guidelines are based primarily on ACT or SAT subscores in English and Mathematics. In previous years, BoR and, later, the LA Department of Education funded administration of the ACT PLAN test for all public school 10th grade students as a learning indicator, teaching tool, and DE readiness measure, but when ACT replaced PLAN with Aspire or Pre-ACT, the choice of administration was given to the parish school systems. As a result, several schools have chosen not to provide it to students, asking, instead, for additional readiness options.

BoR staff engaged in research with LSU faculty on End-of-Course (EOC) exams as predictors of ACT subscores, based on EOC and ACT data from 2012-13 to 2015-16. At this time, relevant EOC exams are only available for Algebra 1, Geometry, and English II – specific classes that are normally completed in the 8th-10th grade. The analysis provides an additional indicator that can appropriately be included as a DE eligibility measure. Because the EOC scores are based on one course and the ACT measures a content spectrum, the recommended EOC scores predict future ACT scores with at least 85% accuracy.

As a component of the statewide DE policy, BoR staff will recommend the following alternative readiness measures for prospective DE students who have not yet taken the ACT in high school:

	ENGLISH	MATHEMATICS
ACT	18	19
Alternate Measures, if no ACT		
ASPIRE	433	431 (435 for CA*)
Pre-ACT	18	19 (22 for CA*)
EOC	English II: 740	Algebra I: 760, or Geometry: 750

*For College Algebra, a 435 Aspire, 22 Pre-ACT, 770 Algebra II EOC, or 760 Geometry EOC is recommended.

In lieu of the instruments listed above, a college or university may propose its own alternate placement system, but such a system must be validated on the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT. Proposals for alternate placement systems, with corresponding data, must be presented to the BoR Division of Academic and Student Affairs for approval by the Board of Regents.

NOTES

Gerwitz, C. (2016) *Are Dual-Enrollment Programs Overpromising?* Education Week, V36, No 03, pp 1, 12-13..

Gilbert, E. (2017) *How Dual Enrollment Contributes to Inequality*. The Chronicle of Higher Education.

Smith, K. & Nixon, D. (2013) *The Dark Side of Dual Enrollment.* The Chronicle of Higher Education.

Zinth, J.D. (2014) *Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components.* Education Commission of the States. Washington, DC.

Attachment 1

Table B: Preparatory (Dual Enrollment) Students from 2010-11 through 2015-16

DE* Students who Enrolled in a Louisiana Postsecondary Institution (as a FTIC**) after HS Graduation.				
DE in 2-Yr / Colleges			DE in 4-Yr / Universities	
BRCC	3,816		Grambling	166
BPCC	2,060		LSU	1,726
CLTCC	1,146		LSUA	1,219
Delgado	934		LSUS	2,475
Nunez	2,933		La Tech	4,474
Fletcher	685		McNeese	2,916
LDCC	1,966		Nicholls	784
LSUE	1,621		NSULA	2,552
Northshore	3672		SLU	7,254
NWLTC	2,144		SUBR	242
RPCC	2,832		SUNO	1,127
SCLTC	5,388		ULM	3,996
SLCC	4,798		ULL	1,679
SUSLA	738		UNO	387
Sowela	1,439			
Totals, 2Yr	36,172		Totals, 4Yr	30,997

* DE (Dual Enrollment) = PR (Preparatory) Enrollment
** FTIC (First Time in College) = After HS

Table C: Students Continuing at their DE Institution (2010-11 through 2015-16)

DE* Students Who Enrolled as FTIC in a LA Public Postsecondary		FTIC at Same Institution as DE* in HS	
BRCC	3,816	894	23%
BPCC	2,060	510	25%
CLTCC	1,146	213	19%
Delgado	934	269	29%
Nunez	2,933	376	13%
Fletcher	685	119	17%
LDCC	1,966	426	22%
LSUE	1,621	314	19%
Northshore	3,672	293	8%
NWLTC	2,144	341	16%
RPCC	2,832	659	23%
SCLTC	5,388	523	10%
SLCC	4,798	1,381	29%
SUSLA	738	116	16%
Sowela	1,439	482	33%
Totals, 2Yr	36,172	6,916	19%

(Table C, Continued)

DE* Students Who Enrolled as FTIC in a LA Public Postsecondary		FTIC at Same Institution as DE* in HS	
Grambling	166	44	27%
LSU	1,726	1,093	63%
LSUA	1,219	316	26%
LSUS	2,475	394	16%
La Tech	4,474	1,247	28%
McNeese	2,916	1,734	59%
Nicholls	784	326	42%
NSULA	2,552	810	32%
SLU	7,254	2,280	31%
SUBR	242	116	48%
SUNO	1,127	159	14%
ULM	3,996	1,552	39%
ULL	1,679	1,089	65%
UNO	387	107	28%
Totals, 4Yr	30,997	11,267	36%
TOTAL, LA	**67,169**	**16,223**	**24%**

Table D. Total FTIC Students with HS Preparatory (Dual) Enrollments

Institution	FTIC w/ Preparatory (DE) Enrollment				TOTAL FTIC w/ DE (% of Total in LA)	
	DE frm **Same** Inst		DE frm **Different** Inst			
BRCC	894	55%	742	45%	1,636	2%
BPCC	510	27%	1,370	73%	1,880	3%
CLTCC	213	68%	102	32%	315	0%
Delgado	269	11%	2,273	89%	2,542	4%
Nunez	376	83%	78	17%	454	1%
Fletcher	119	19%	515	81%	634	1%
LDCC	426	60%	286	40%	712	1%
LSUE	314	25%	936	75%	1,250	2%
Northshore	293	71%	122	29%	415	1%
NWLTC	341	66%	175	34%	516	1%
RPCC	659	60%	447	40%	1,106	2%
SCLTC	523	75%	171	25%	694	1%
SLCC	1,381	74%	493	26%	1,874	3%
SUSLA	116	18%	527	82%	643	1%
Sowela	482	73%	180	27%	662	1%
Totals, 2Yr	6,916	45%	8,417	55%	15,333	23%

Table D Continued, next page

(Table D, Continued)

Institution	FTIC w/ Preparatory (DE) Enrollment				TOTAL FTIC w/ DE (% of Total in LA)	
	DE frm **Same** Inst		DE frm **Different** Inst			
Grambling	44	7%	596	93%	640	1%
LSU	1,093	9%	11,168	91%	12,261	18%
LSUA	316	34%	610	66%	926	1%
LSUS	394	38%	649	62%	1,043	2%
La Tech	1,247	24%	4,020	76%	5,267	8%
McNeese	1,734	52%	1,630	48%	3,364	5%
Nicholls	326	12%	2,476	88%	2,802	4%
NSULA	810	24%	2,574	76%	3,384	5%
SLU	2,280	35%	4,192	65%	6,472	10%
SUBR	116	6%	1,759	94%	1,875	3%
SUNO	159	43%	208	57%	367	1%
ULM	1,552	34%	2,987	66%	4,539	7%
ULL	1,089	15%	6,191	85%	7,280	11%
UNO	107	7%	1,509	93%	1,616	2%
Totals, 4Yr	11,267	22%	40,569	78%	51,836	77%
TOTAL, LA	**16,223**	24%	**50,946**	**76%**	**67,169**	**100%**

AGENDA ITEM V B

PROPOSED REVISIONS TO ACADEMIC AFFAIRS POLICY 2.18 –

MINIMUM REQUIREMENTS FOR ENTRY-LEVEL, COLLEGE-LEVEL MATHEMATICS and ENGLISH

BACKGROUND INFORMATION

According to Complete College America (CCA) data, nationwide, 52% of students entering a 2-year college enroll in remediation, 22% complete remediation and the associated college-level gateway course within 2 years. In Louisiana, it's 63% remedial freshmen at 2-year colleges but only 7% of them complete a corresponding gateway course within 2 academic years, and only 9% complete a degree or transfer to a university with 30 college credits or more. (At Louisiana universities, 20% enroll in remedial classes, and 2% complete the gateway course within 2 years.)

Louisiana is at or near the bottom of the nation in educational attainment. The majority of jobs projected into 2020 are in STEM-related fields, and though 51% of our 2017 high school graduates indicated an interest in STEM majors or careers when they took the ACT, only about 10% of them look *ready* for courses in STEM majors, according to ACT's STEM benchmark. Instead, over 60% of Louisiana's high school graduates need some sort of developmental support. High school students cannot afford to wait until their senior year to start to strengthen their math and analytical reasoning skills, but, at the same time, Higher Ed cannot continue to funnel them into developmental education, where so many are lost to college.

Developmental courses frustrate students, add additional semesters or years to graduation, and prompt too many students to just quit. USDOE reported that bachelor's degree-seeking students who find themselves in developmental courses after graduating from high school are 74% more likely to drop out than non-developmental students. Across the US, states have been looking for ways to urge students prepare, take them in as they are, and adopt new ways to bolster English and math skills while taking regular coursework in that critical first year. CCA, Education Commission of the States, and many others promote the use of co-requisite, just-in-time remediation as a way to increase college attainment and decrease the losses of "nearly-ready" students who find themselves trapped in developmental courses and give up on college altogether.

The main difference between Louisiana's approach and that of other states is our restricted access to co-requisite delivery. AA Policy 2.18 establishes uniform standards for assessing readiness for entry-level, college-level courses in mathematics and English. In April 2016, provisions were added for campuses to enroll students with up to 2 points less than the standard, as long as those students are provided corresponding 'just-in-time' support. CCA and university colleagues say that, 'If the student is *College Ready* enough to be admitted, with targeted support that student can succeed in spite of preliminary deficiencies.' By college ready, they mean meeting the admission standards and being invited to attend a college or university as a member of the freshman cohort.

STAFF SUMMARY

Without changing the admission standards and restrictions on teaching stand-alone developmental courses, the System presidents and campuses have asked for more flexibility in determining a student's readiness for college-level work, particularly for those applicants who demonstrate the capacity to succeed except for the placement subscores in this policy. In other words, they seek an opportunity to admit and teach prospective students who, though scoring below the minimum placement indicators, have met the minimum admission standards and whatever other elements (e.g., subject GPA, senior year schedule, performance in core courses aligning to intended major) that the campus evaluates. The applicants in question have, at least:

- Completed the 19-unit Regents' Academic Core; and
- Achieved a minimum overall HS GPA; and
- Achieved a minimum Core GPA or ACT Composite.

UNO, Co-Requisite Delivery (Privateer Pathways). HCR 89 (2017 Regular Session, Rep Stokes) asked the BoR to study the possibility of revising the classification and admission standards of UNO and SUNO. Subsequently, UNO submitted a proposal for an expanded co-requisite program, noting that of 696 denied applications for Fall 2017 admission, 366 (52%) had the 2.5 Core GPA but did not have minimum placement scores in English and/or Math. The *Privateer Pathways* program conditionally admits applicants who meet standards except for placement, where they fall short of the English or Math minimum scores by up to two points. Pathway students begin in a regular 3-credit departmental course, paired (as a co-requisite) with a 1-credit supplemental course that meets twice per week. As recommended by CCA, students headed for STEM, Education and Business majors begin with Applied Algebra, and those in Non-STEM majors begin with a Contemporary Math/Survey course, both with co-requisite support.

UNO's data shows that 189 of the 850 students in the Fall 2016 entering cohort were in Math or English Pathways. Their performance, compared to Non-Pathways students, is charted below.

UNO FTF, FALL 2016	Pathways*	Non-Pathways*
MATH 1115, Applied Algebra, Grade ≥ C	76.6%	71.9%
Appl Algebra, Withdrawals	1.6%	2.6%
ENGL 1157, English Comp I, Grade ≥ C	85.2%	74.6%
Engl Comp, Withdrawals	3.7%	2.1%
	Pathways	**First-Time Freshman Cohort**
Retention: Fall to Spring 2017	84.7%	85.9%
Retention, Fall2016 to Fall 2017	63.2%	64.1%

* Pathways Freshmen took Math/English course w/ co-requisite support; Non-Pathways Freshmen took the same course, in the same term.

Pathways is a labor-intensive program for the University, but it pays off in student success. UNO has asked to expand the Pathways co-requisite program, as a pilot, for authorization to admit and teach students with up to 2 points in placement deficits during the regular semesters, and up to 3 points deficit for the summer program. There are capacity limitations, but the University believes it could serve up to an additional 142 students in the summer and an additional 120 students in the fall, confident in its processes and ability to provide a successful pathway for a large group of students who otherwise would not have access to a UNO degree. Staff propose to offer the option of a controlled, expanded co-requisite support program across the postsecondary system, through a pilot embedded in AA 2.18

Co-REQUISITE PILOT

The proposed Minimum Placement Policy (AA 2.18, attached) maintains the minimum 18 ACT English and 19 ACT Math scores for placement in college-level English or math courses but backs away from them as absolute minimum scores or guaranteed placement, noting that, "The decision to enroll a college student in an entry-level degree credit course rests with the institution," and leading into the Pilot: "When a broader review suggests readiness and the campus bypasses minimum placement recommendations, it has the obligation to address and remediate academic weaknesses of such students to support academic success."

The policy adds that, on a Pilot basis, a student with up to 3 points below the minimum subscore *may* be enrolled in an entry-level, college-credit course as long as the institution provides the necessary support to ensure a reasonable probability of success. Such support would be up to the campus, as long as the student learns, but during the pilot it must be in some form of required (co-requisite) participation on the part of the student. Campuses would be expected to limit the co-requisite admission/enrollments to numbers they can manage and support well.

During much of the 2012-2015 co-requisite pilot study that led to the current placement policy, campuses were learning how to approach co-requisite delivery effectively, and the data reflected that learning curve. When the pilot ended, BoR stopped requiring campus reports on the topic. In 2016-17, SSPS reporting specifications were changed to include such data as final English and math placement scores, admits by exception, and co-requisite (vs. developmental) course sections. Going forward, SSPS data will be used to monitor and report on student success under co-requisite placement.

Entering and returning classes in 2018-19 to 2020-21 will be reviewed, with periodic updates to the Board. Planned reporting will include:

- A brief summary from the campus of planned or actual approach to expand access to entry-level courses, e.g., expected capacity, policies, coordination, student and faculty feedback, etc.
- Based on SSPS data, staff will track success of students with less than the minimum placement scores, focusing on: English/math course grades; semester/term GPA; and enrollment persistence.

BoR staff will provide a formal update and recommendation to the Board in Spring 2020 regarding the impact and recommendations regarding continuation of the Pilot or revisions to the policy.

STAFF ANALYSIS

The revised AA Policy 2.18 (attached) reflects provisions for placement in English and mathematics courses with co-requisite supplemental/developmental support. As the title implies, the policy's primary function is defining the threshold for access to entry-level, college-level courses; the "General Consideration" section of the policy reiterates the expectation that an institution would establish appropriate *placement* guidelines or benchmarks for its various class offerings.

Staff will closely monitor implementation and outcomes of these placement recommendations over the next two to three years and will come back to the Board with a follow-up report and recommendation.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend adoption of the revised Academic Affairs Policy 2.18 for statewide implementation, effective Summer 2018.

(Proposed Revision)

ACADEMIC AFFAIRS POLICY 2.18
MINIMUM PLACEMENT REQUIREMENTS for Entry-Level, College-Level MATHEMATICS and ENGLISH

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

- establish clear and consistent goals for the level of academic achievement expected of high school students in two subject areas fundamental to success in college;
- establish an entry-level foundation/basic skills measure; and
- increase the retention and graduation rates of college students;

General Consideration. ACT's national benchmarks are based on empirical studies of student performance in college: they are the minimum ACT subject-area test score to indicate a 50% chance of obtaining at least a "B" (or ~75% chance of at least a "C") in the corresponding credit-bearing college courses: 18 ACT English; 22 ACT Math (College Algebra). The minimum scores guidelines for placement in college-level, degree credit English or mathematics courses mirror the national benchmarks but recognize that not all majors begin with College Algebra, and not all freshmen are ready to begin in courses that apply to their major.

College Course/ Course Area	ACT Subscore	SAT Subscore	ACCUPLACER
English Composition	18 ENGLISH	25 WL	86 Sentence Skills
College Mathematics	19 MATH *	25-25.5 or 500-510 M	65 Elementary Algebra *
- Passing grade in college-level English or Math, or ≥C grade in an appropriate developmental English/ Math course within the last 18 months. - *For College Algebra: >20 ACT Math, 530 SAT Math, or ≥70 Accuplacer Colg-Lvl Math recommended. - Alternate placement measures for Dual Enrollment students who have not yet taken the ACT in high school are addressed in the DE policy, AA 2.22. - Other nationally normed placement assessment instruments, as approved by the Board of Regents.			

The Board of Regents recognizes that while a single cut score on an assessment may be an efficient measure, it provides only limited information on a student's level of college readiness. Therefore, the placement benchmarks described above should be used in conjunction with other factors to determine whether and how an institution should provide accompanying support. The decision to enroll a college student in an entry-level degree credit course rests with the institution.

Requirements for Placement.

A College or University must assess basic student readiness based on one of the instruments listed above; the placement score must be recorded and reported in SSPS for new and first-time freshman students. An institution may add its own placement system or require further assessment to determine final placement, validated on the principle that students should have a 50% probability of making at least a "B" in the course, or 75% probability of making at least a "C". When a broader review suggests readiness and the campus bypasses minimum placement recommendations, it has the obligation to address and remediate academic weaknesses of such students to support academic success.

On a Pilot basis, a college student with up to 3 points below the minimum subscore (as low as 15 ACT English; 16 ACT Math) may be enrolled in an entry-level, college-level English or Mathematics course, provided that the campus provides a 1-3 hour/week co-requisite support component to promote student learning. Co-requisite academic support services could include a corresponding remedial/review section; expanded course hours/week (5-hours vs 3-hours); mandatory math/writing labs; expanded office hours; etc.

The BoR will monitor success of students with less than the minimum placement guidelines, focusing on: English/math course grades; semester/term GPA; enrollment persistence; and graduation/completion. Entering and returning classes in 2018-19 to 2020-21 will be reviewed, with an update and recommendation to the Board of Regents in Spring, 2020 regarding the impact and recommendations re: continuation of the Pilot.

-- 2017-19 Minimum Admission/Placement Score Guides –

A supplement to AA Policy 2.18

Alternative minimum scores are offered below for college-level enrollment—including dual enrollment, for students who have not taken the ACT in high school, or whose ACT subscores do not meet the criteria listed in AA 2.18. As always, postsecondary institutions may set higher scores for placement in particular courses or for admission purposes.

	ENGLISH	MATHEMATICS*
For High School Dual Enrollment students who have not yet taken the ACT in high school**		
ASPIRE	433	431
Pre-ACT	18	19
EOC	English II: 740	Algebra I: 760, or Geometry: 750
* *For College Algebra, 435 Aspire, 22 Pre-ACT Math, 770 Algebra I EOC, or 760 Geometry EOC is recommended.* ** *ACT confirms that ASPIRE and Pre-ACT are predictive measures to aid in focusing HS instruction and do not replace ACT: if a student has taken the ACT in HS, the ACT score or one of the alternates listed below must apply.*		
For students who have taken the ACT/SAT after the 9th grade or have completed (or are no longer enrolled in) High School.		
ACT	18	19
SAT	25 WL (430-440 pre 2015)	500 (460-470 pre-2015)
ACCUPLACER	86 Sent Struc	65 (Elem Alg) 40 (Col-Lvl Math)
* *For College Algebra, >20 ACT Math, 530 SAT Math, ≥ 70 Accuplacer Colg-Lvl Math is recommended.*		

Optional, Pilot: for co-requisite delivery of introductory college-level English or mathematics, with the mandatory provision of supporting services necessary for student success -- a 1-3 hour/week co-requisite support component to promote student learning. Co-requisite academic support services could include expanded course hours/week (e.g., 5-hours vs 3-hours); a corresponding remedial/ review section; mandatory math/writing labs; expanded faculty office hours; etc. Institution will report on student support; student success will be monitored.

Not for Dual Enrollment (or PR admission status).

	ENGLISH	MATHEMATICS
ACT	15	16
SAT	22 WL	430 (21.5)
ACCUPLACER	65	44 Elem Alg

ACADEMIC AFFAIRS POLICY 2.18
MINIMUM REQUIREMENTS FOR ENTRY-LEVEL, COLLEGE-LEVEL MATHEMATICS and ENGLISH

Purpose. This policy is designed to:

- establish clear and consistent goals for the level of academic achievement expected of high school students in two subject areas fundamental to success in college;
- encourage high school students to improve their academic preparation for college;
- increase the retention and graduation rates of students;
- bolster the quality and coherence of academic degrees;
- provide greater similarity of educational experience across a variety of institutions; and
- facilitate the transfer of academic credit between institutions.

Scope. Requirements of this policy establish uniform standards and procedures for the placement of students in entry-level, college-level courses in Mathematics and English that can be applied toward the following academic undergraduate degrees: Certificate of Applied Science (CAS), Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Science (AS), Associate (A), Bachelor of Applied Science (BAS), Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor (B).

General Consideration. A college or university may not establish minimum scores for entry-level, college-level (degree credit) Mathematics or English courses that are higher or lower than those set forth below. However, an institution may require further assessment of students who already meet required minimums to determine their final placement in entry-level, college-level courses in Mathematics and English, e.g., campuses may establish placement scores for calculus-based vs non-calculus-based entry-level Mathematics.

Requirements for Placement into Entry-Level, College-Level Mathematics

- To enroll in an entry-level, college-level Mathematics course designed to fulfill general education requirements of undergraduate academic degrees, a student must attain a minimum score of either:
  - 19 on the Mathematics section of the ACT [18 if enrolled in an introductory math course with a 1-3 hour co-requisite support component]; >20 *recommended* for College Algebra; or
  - 65 on the Elementary Algebra section of ACCUPLACER [≥70 *recommended* for College Algebra];
  - 40 on the Algebra section of COMPASS; or
  - 500-510 or 25-25.5 (New SAT Math); 460-470 (Old SAT Quantitative); or
  - Other nationally normed placement assessment instruments, as approved by the Board of Regents.

Requirements for Placement into Entry-Level, College-Level English

- To enroll in an entry-level, college-level English course designed to fulfill general education requirements of undergraduate academic degrees, a student must attain a minimum score of either:
  - 18 on the English section of the ACT [16 if enrolled in English Composition with a 1-3 hour co-requisite support component]; or
  - 86 on the Sentence Skills section of ACCUPLACER; or
  - 70 on the Writing Skills section of COMPASS; or
  - 25 (New SAT WL); 450 (Old SAT Verbal); or
  - Other nationally normed placement assessment instruments, as approved by the Board of Regents.

In lieu of the instruments listed above, a college or university may institute its own alternate placement system, but such a system must be validated. A valid placement system is governed by the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic and Student Affairs.

LOUISIANA BOARD OF REGENTS
MINIMUM ADMISSION STANDARDS for FIRST-TIME FRESHMEN

The Board of Regents establishes **minimum** admission standards for regular freshman admission at a Louisiana public university – flagship, statewide, or regional.*

Universities may adopt additional, more specific or rigorous requirements for admission: students should check with the specific institution for additional information.

(1) High School Curriculum	Regents' Core: 19 units (from *Core 4* or *TOPS University* Curriculum) Those courses in the English, Math, Science, Social Studies, Foreign Language, and Arts Categories as defined in the **Core 4** or the **TOPS University Diploma** Curriculum listed in LA Department of Education **Bulletins 741** *(Louisiana Handbook for School Administrators; and Louisiana Handbook for Nonpublic School Administrators)*
	AND
(2) HS GPA,	Minimum Overall HS GPA 2.0
	AND ONE of the FOLLOWING
(3) HS Core GPA	GPA on the *Core* — 3.0 – Flagship GPA on the *Core* — 2.5 – Statewide GPA on the *Core* — 2.0 – Regional
-or-	***OR***
ACT	ACT Composite — 25 – Flagship ACT Composite — 23 – Statewide ACT Composite — 20 – Regional
	AND
(4) Literacy & Numeracy	ACT English ≥ 18; ACT Math score ≥ 19; or other measures in AA 2.18 [Developmental courses needed, per BoR AA 2.18: 0 at Flagship or Statewide universities; ≤1 at Regional universities.]

* Flagship: LSU.
Statewide: LA Tech, ULL, UNO.
Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.

Two-Year institutions are open admission for freshmen students; contact the institution for information.
AA Policy 2.18 (Placement) applies.

*** Admission Standards: no change, other than layout. ***

LOUISIANA BOARD OF REGENTS
MINIMUM ADMISSION STANDARDS for TRANSFER STUDENTS and ADULT STUDENTS

The Board of Regents establishes **minimum** admission standards for regular admission of transfer students and for adult students at a Louisiana public university – flagship, statewide, or regional.*

Universities may adopt additional, more specific requirements for admission: students should check with the institution for additional information.

TRANSFER Students	
Associate Degree	Transferrable Associate Degree (AA or AS) or higher
-or-	***OR***
Minimum College-Level Academic Hours Earned and GPA	Minimum college-level academic hours earned, with Minimum GPA on college-level academic courses: 30 credit hours + 2.5 GPA *Flagship* 24 credit hours + 2.25 GPA *Statewide* 18 credit hours + 2.0 GPA *Regional* And, student must have completed a college-level English and a college-level Mathematics course designed to fulfill general education requirements, with a grade ≥ "C" in both.
-or-	***OR***
Bridge Program	From a Community College/University Freshman Bridge Program, minimum 12 college-level credit hours, including English and mathematics, with the corresponding minimum grade and GPA as listed above.
-or-	***OR***
Freshman Std + Good Standing	Meet Freshman admission requirements + be in good standing with the previous institution.
ADULT Students	
Age < 25	First time in college freshman: Meet Board of Regents Minimum Admission Standards for First Time Freshmen, with Board of Regents' Core in place at time of graduation from high school. Transfer student: Meet Board of Regents Minimum Admission Standards for Transfer Students.
Age ≥ 25	Freshman (first time in college) or Transfer Students: Meet the University's *Admission Requirements for Adults (≥25)*; AA Policy 2.18 (Placement) applies.

* Flagship: LSU.
Statewide: LA Tech, ULL, UNO.
Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.

AGENDA ITEM VI A
PROPOSED PROGRAM TERMINATION
LOUISIANA STATE UNIVERSITY, SHREVEPORT
BACHELOR of ARTS in FINE ARTS

BACKGROUND INFORMATION

LSU Shreveport (LSUS) requests approval to terminate the Bachelor of Arts (BA) in Fine Arts, as was anticipated when a companion degree (Bachelor of Fine Arts in Digital Arts) was approved in March 2013. The request for termination was approved by the LSU Board of Supervisors in October 2017.

STAFF SUMMARY

The Bachelor of Fine Arts (BFA)/Digital Arts was created in 2012-13 in recognition of the tremendous growth in the digital arts concentration within the existing BA/Fine Arts – Animation/Visual Effects, and Graphic Design. The new degree had the same number of core hours as the original BA/Fine Arts, but by dropping the studio art and art history requirements it could be more focused on and responsive to the rapidly changing industry standards in the field of digital media. Based on the distribution of student concentration choices that led to the new BFA degree, all were aware that its independence would affect the existing BA/Fine Arts. Upon approval of the BFA, the campus reconfigured the core of the BA to focus more precisely on Studio Arts and Art History, planning to reevaluate the two degrees after three to four years.

Within a year of implementation, the number of graduates had switched: from 20 BA and 2 BFA graduates in 2013-14, to 7 BA and 14 BFA graduates in 2014-15, until the latest three-year average (2014-2017) is 5 BA/Fine Arts, and 19 BFA/Digital Arts. The BA program is less appealing to prospective students and current faculty, alike: students have been given the option to switch to the newer degree, and faculty have transitioned to the program without any need for lay-offs due to program termination.

STAFF ANALYSIS

The BA/Fine Arts had similar upper level (junior and senior) enrollments in Fall/2015 as the BFA/Digital Arts—36 in the BA, 37 in the BFA—but its six graduates that year were significantly less than the 20 graduates in the Digital Arts program. LSUS will not accept new majors into the BA/Fine Arts program but will allow existing majors a reasonable time to complete the degree.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend approval of the termination of the Bachelor of Arts in Fine Arts (CIP 50.0702) at LSU Shreveport.

AGENDA ITEM VI B 1

ROUTINE ACADEMIC REQUESTS

Staff Approvals

Institution	Request
LSU	Request to terminate the GC/Community Engagement (19.0101), for lack of need: the GC was approved in June 2015, but no students are enrolled and there have been no completers. – **Approved**.
SLCC	Request to terminate the AAS/Surgical Technology (CIP 51.0909) for loss of accreditation: the last CAAHEP-accredited students graduated in May/2015; no students are currently enrolled. – **Approved.**
Sowela	Request to offer the AAS/Business Administration (CIP 52.0101) 100% online – **Approved.**
ULM	Request to split the College of Health & Pharmaceutical Sciences into a College of Health Sciences and a College of Pharmacy, effective 1 July 2018, primarily for accreditation purposes. -- **Approved**

AGENDA ITEM VI 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
10.2011	Louisiana Tech **BS Cyber Engineering** (14.9999) Conditional approval granted in Oct 2011, with initial implementation in Fall/2012. Annual progress reports requested; the last one was received on 11.13.17.	15 graduates in the 2016-17, with a 3-year average of 9; current enrollment is 167 students, of which 75 are incoming freshmen. Freshman curriculum has been enhanced; partnerships with SCRA, LED FastStart, & the Cyber Innovation Center continue providing internship opportunities.	Receive and accept the progress report; no additional reporting is required.
03.2012	LSU A&M **MS Coastal & Ecological Engineering** (14.2401) Conditional approval was granted in March 2012 with a request for an annual progress report. The most recent progress report was received 11.26. 2017.	Enrollment in the program has grown since the program's inception, with ten students currently enrolled. Since implementation, the program has produced eleven graduates.	Accept the progress report. A subsequent report is requested by 12.01.18.
04.2006	Northwest LA TC **AAS Culinary Arts and Occupations** (12.0503) Conditional approval was granted on 04.27.2006 with annual progress reports requested.	Enrollment and completion in the program has been very low since implementation. The campus intends to make changes to increase program visibility and viability. The changes will include: redesigning the curriculum; re-examining workforce data, IBC's and employment exit points; re-sequencing of classes; and compressed course offerings. An update on the aforementioned changes will be due to staff on June 1, 2018.	Accept the progress report. A subsequent report is requested by 06.01.18.
08.2014	Northwest LA TC **AAS Technical Studies** (47.9999) Conditional approval was granted on 08.27.2014 with a progress report requested by 09.01.2017.	Implementation cannot begin without approval from the accrediting agency (Council on Occupational Ed - COE). Consideration was delayed and the application resubmitted; still awaiting word from COE.	Accept the progress report. A subsequent report is requested by 09.01.18.
05.2015	Sowela TCC **ASN** (51.3801) Conditional approval was granted on 05.27.2015 with a progress report received on 11.13.2017.	The LSBN approved SOWELA School of Nursing and allied health to admit clinical students in April 2016. The ASN program had 13 students in its first cohort and 37 students enrolled in the second cohort. Four FT nursing faculty and three PT faculty are teaching the students. Full LSBN approval is anticipated after the 1st graduating class takes the NCLEX licensure exam, which will occur in May 2018.	Accept the progress report. A subsequent report is requested by 12.01.18.
09.2012	UL Lafayette **GC TESOL** (13.1401) Conditional approval was granted on 12.2012 with a progress report requested each year; the most recent was received on 11.13.17.	Enrollment in the program has been stable, with an average of 3 students each year. The campus awarded 2 certificates in Spring 2016, and one in Spring 2017.	Accept the progress report. A subsequent report is requested by 12.01.18.

AGENDA ITEM VI B 3

LETTERS of INTENT/PROPOSALS in the QUEUE

Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	ULL	MAT – Elem Ed	03.01.17	April 2017 - forwarded to LDoE for review and approval (certification path); held in LDoE pending certification policy changes.
	SUBR & GSU	PhD – Criminal Justice; PhD – Criminology & Justice Adm	07.31.17 & 08.25.17	08.02.17 advised SUS and ULS provosts of two LOIs for PhD/CJ; 09.12.17 teleconf with SUS, ULS, GSU & SUBR reps; req joint resp differentiating the LOIs, w/ argument for 2 new prgms. Further discussion needed; targeted for presentation to BoR in January 2018.
	NSU	MS – Computer Info Systems	08.25.17	08.29.17 circulated to CAOs, with input requested by 09.29.17; 10.17.17 questions sent to campus about program concept and design.
	La Tech	MS – Cyber Technology	10.26.17	10.30.17 circulated to CAOs, with input requested by 12.01.17; under staff review.

Proposals	LDCC	AAS – Information Tech AS – Computer Science	09.11.17 10.04.17	Preliminary review while awaiting LCTCS approval of major design revisions; programs will be presented as a package.
	LSU	GC – Archival Studies	10.13.17	Under staff review: 12.04.17 questions on design and admission requirements were sent to campus.
	LSU	BA – Screen Arts	10.13.17	Under staff review.
	UNO	PBC & GC – Historic and Cultural Preservation	10.26.17	Under staff review. Questions to campus re certificate duplication and admission requirements are being resolved.
		PBC & GC – GIS	10.26.17	
	La Tech	GC – Cyber Technology	10.26.17	Under staff review.