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PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING

January 8, 2018 • 10:45 a.m.

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. State Authorization Reciprocity Agreement (SARA) Institutional Renewal
 1. Southeastern Louisiana University
- IV. Response to House Concurrent Resolution 89 of 2017 Regular Session of Louisiana Legislature
- V. Other Business
- VI. Adjournment

Committee Members: Collis Temple III, Chair; Claudia Adley, Vice Chair; Blake David, Thomas Henning, Robert Levy, Roy Martin III, Charles McDonald, Jacqueline Wyatt

Agenda Item III.A.1.

Executive Summary

The State Authorization Reciprocity Agreement (SARA) is a national initiative which seeks to establish comparable national standards for the interstate offering of postsecondary distance-education courses and programs. SARA membership makes it easier for students to take online courses offered by institutions based in another state by reducing the cost and administrative burden on institutions seeking authorization in various states. SARA is a voluntary agreement among regional compacts (SREB, NEBHE, MHEC, and WICHE) and member states. Each member state approves their in-state institutions and renews their membership annually. Approved SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA). Since then, 23 Louisiana institutions have joined SARA.

Southeastern Louisiana University has submitted its renewal application for SARA. Regents' staff have reviewed the renewal application and determined that it meets all requirements for continuing membership in SARA.

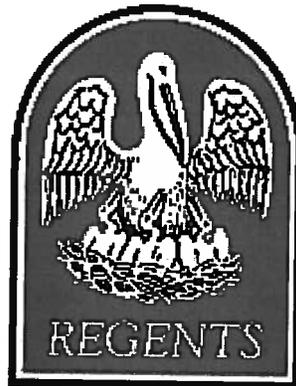
Senior staff recommends that the Planning, Research & Performance Committee approve the Renewal Application for Institutional Participation in SARA for Southeastern Louisiana University and authorize staff to submit the approved application to NC-SARA for final approval of SARA membership.

AGENDA ITEM IV.

DRAFT

**RESPONSE TO HOUSE CONCURRENT RESOLUTION 89
OF THE 2017 REGULAR SESSION
OF THE LOUISIANA LEGISLATURE**

LOUISIANA BOARD OF REGENTS



January 2018

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INTRODUCTION AND BACKGROUND

House Concurrent Resolution 89 (HCR 89) of the 2017 Regular Session, as originally introduced, urged and requested the Board of Regents and the Board of Supervisors of the University of Louisiana System . . . to study “the possibility of revising the classification and admission standards of the University of New Orleans and submit a report of their findings and recommendations to the House Committee on Education and the Senate Committee on Education . . .”. The resolution was amended in the House Committee on Education to add the Southern University Board of Supervisors and Southern University at New Orleans (Attached).

Prior to the adoption of a Constitutional Amendment creating the Louisiana Community and Technical College System (LCTCS) in 1997, with the exception of Louisiana State University and A&M College and Louisiana Tech University, Louisiana’s 4-year institutions generally practiced open admissions. In the absence of a community college system, Louisiana’s 4-year universities assumed community college roles to retain access to postsecondary education for the State’s citizens. However, the growth and development of the campuses of LCTCS allowed the Board of Regents the opportunity to more strategically allocate the State’s resources and more clearly define and differentiate the role, scope and mission of Louisiana’s institutions.

These developments were reflected in the Board of Regents’ Master Plan for Postsecondary Education in Louisiana adopted in 2001. For the first time, the Board of Regents identified minimum admissions standards for institutions based on the classification assigned to them in the Plan, i.e. Community and Technical Colleges, regional Institutions, statewide Institutions and Flagship institution. The Plan established minimum admissions standards beginning with open admissions at Community and Technical Colleges and gradually more stringent, selective standards at the Regional, Statewide and Flagship Institutions. The Plan encouraged institutions and their management boards to exceed the minimum standards established by the Board. In the Board of Regents’ classification of institutions, the University of New Orleans (UNO) is classified as a Statewide Institution and Southern University at New Orleans (SUNO) as a Regional Institution. The amendments to HCR 89 adopted by the Committee on Education were offered in part to recognize the different classifications and missions of the two New Orleans universities and the interest in maintaining that differentiation.

PROCESS

The minimum admissions standards adopted by the Board of Regents is multi-faceted. The standards are a combination of a prescribed high school core, a minimum overall high school grade point average, and, depending on the classification of institution, either a minimum high school grade point average on the core curriculum or a composite score on the ACT (or its equivalent). Additionally, students seeking admission to a university must meet the literacy and numeracy requirements as measured by math and English sub scores on the ACT (or its equivalent). (See Table 1 below.)

TABLE 1

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 | <p>Regents' Core: 19 units (from <i>TOPS University</i> or <i>Core 4 Curriculum</i>)</p> <p>Those courses in the English, Math, Science, Social Studies, Foreign Language, and Arts Categories as defined in the TOPS University Diploma or the Core 4 Curriculum listed in LA Department of Education Bulletins 741 (<i>Louisiana Handbook for School Administrators; and Louisiana Handbook for Nonpublic School Administrators</i>)</p> |
| <u>AND</u> | |
| (2) HS GPA, | Minimum Overall HS GPA 2.0 |
| <u>AND ONE of the FOLLOWING</u> | |
| (3) HS Core GPA | <p>GPA on the <i>Core</i> — 3.0 – Flagship GPA on the <i>Core</i> — 2.5 – Statewide GPA on the <i>Core</i> — 2.0 – Regional</p> |
| -or- | <u>OR</u> |
| ACT | <p>ACT Composite — 25 – Flagship ACT Composite — 23 – Statewide ACT Composite — 20 – Regional</p> |
| <u>AND</u> | |
| (4) Literacy & Numeracy | <p>ACT English \geq 18; ACT Math score \geq 19; or other measures in AA 2.18</p> <p>[Developmental courses needed, per BoR AA 2.18: 0 at Flagship or Statewide universities; \leq1 at Regional universities.]</p> |

* Flagship: LSU.

Statewide: LA Tech, ULL, UNO.

Regional: Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM.

Regents' staff determined that the initial step necessary in addressing the classification and admission statuses at UNO and SUNO addressed in HCR 89 was to gain a clearer understanding of the local issues at the campus level. Since any consideration of changes to classification or admission would begin at UNO (with potential subsequent impacts on SUNO), the initial visit would appropriately be with the President and staff at UNO.

In late summer 2017, Regents' staff traveled to UNO to visit with its President and select staff. During that meeting, those present discussed at length and examined data regarding those individuals who had sought admission for the Fall 2017 but were deemed inadmissible. At Regents staff's request, UNO undertook a comprehensive examination to determine exactly what factor(s) inhibited potential students from being admitted to UNO. The review concluded that rather than the regular minimum admissions standards (high school core, G.P.A., ACT score) preventing admissions to UNO, it was the Regents' literacy and numeracy placement requirements that were delineating most of those denied admissions. Later on in the fall, UNO submitted data to support its recommendation to amend the Placement policy thresholds for UNO on a pilot basis with subsequent accountability follow up to determine if students admitted under the pilot were indeed succeeding.

A related initiative of the Regents' staff that could directly impact UNO's ability to admit students who showed promise of succeeding but didn't meet the placement thresholds was the development of a dual enrollment policy and a related review of its existing placement policy during the fall of 2017. Following a few months of development and review by staff and gaining input from the College and Career Readiness Commission, at its meeting on December 11, 2017, the Board of Regents adopted a pilot revision to its Placement policy (Attached). Although the pilot revisions were not designed specifically to address UNO's concerns, they do provide campuses with additional flexibility in admissions with attending accountability that requires providing the necessary services so that the students can succeed. The flexibility for campuses in the pilot revision to the Placement policy exceeds that requested by UNO in its recommendation submitted earlier.

SUMMARY AND RECOMMENDATION

House Concurrent Resolution 89 (HCR 89) of the 2017 Regular Session requested the Board of Regents to study the possibility of revising the classification and admission standards of UNO and SUNO and submit a report of their findings and recommendations to the legislative Committees on Education. Regents' staff traveled to UNO in late summer to discuss data regarding those individuals who had sought admission for the fall 2017 but were deemed inadmissible. A review concluded that rather than the regular minimum admissions standards preventing admissions to UNO, it was the Regents' literacy and numeracy placement requirements that were eliminating most of those denied admissions. UNO submitted data to support a recommendation to amend the Placement policy thresholds for UNO on a pilot basis with subsequent accountability follow up to determine if students admitted under the pilot were indeed succeeding.

During the fall 2017, Regents' staff were undertaking a review of its existing placement policy. In December, the Board of Regents adopted a pilot revision to its Placement policy. The revised policy provides campuses with additional flexibility in admissions with attending accountability that required providing the necessary services so that the students can succeed. The flexibility for campuses in the pilot revision to its Placement policy exceeds that recommended by UNO in its earlier submission.

The Board of Regents recommends that no further changes be made to its minimum admissions requirements at this time. Both UNO and SUNO should participate in the pilot revision to the Regents' Placement policy and provide the necessary support services for success for those students admitted and placed under the pilot.

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:

- o 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;
- o establish an entry-level foundation/basic skills measure; and
- o 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 $\geq C$ 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.

ENROLLED

2017 Regular Session

HOUSE CONCURRENT RESOLUTION NO. 89

BY REPRESENTATIVE STOKES

A CONCURRENT RESOLUTION

To urge and request the Board of Regents and the Board of Supervisors for the University of Louisiana System to study jointly the possibility of revising the classification and admission standards of the University of New Orleans and the Board of Regents and the Board of Supervisors of Southern University and Agricultural and Mechanical College to study jointly the possibility of revising the classification and admission standards of Southern University at New Orleans and to submit a report of their findings and recommendations to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2018 Regular Session of the Legislature.

WHEREAS, minimum admission standards for each state university vary according to its classification by the Board of Regents as a flagship, statewide, or regional university; and

WHEREAS, as the state's flagship university, Louisiana State University has the highest admission standards, followed by the statewide universities, which are the University of New Orleans, Louisiana Tech University, and the University of Louisiana at Lafayette; all other four-year universities are designated as regional universities, and their admission standards are lower than those for the three statewide universities; and

WHEREAS, in addition to a specified high school core curriculum, a student must attain an overall minimum grade point average (GPA) of 2.0 to qualify for admission to any public university; and

WHEREAS, beyond these requirements, a student must also attain either a minimum composite ACT score or a minimum GPA on core high school courses, and the baselines on the score and GPA differ based on the university's classification; for admission to the flagship university, a student must have a minimum GPA on the core courses of 3.0 or a minimum ACT score of 25; for admission to a statewide university, a student must have a minimum GPA on the core courses of 2.5 or a minimum ACT score of 23; and for admission to a regional university, a student must have a minimum GPA on the core courses of 2.0 or a minimum ACT score of 20; and

WHEREAS, according to the Master Plan for Public Postsecondary Education in Louisiana: 2011, the University of New Orleans (UNO) is a comprehensive university with a mission to educate undergraduate and graduate students in a variety of arts, sciences, and professional programs and to conduct research in these fields; and

WHEREAS, UNO attracted nearly fifty million dollars in extramural research and training awards in Fiscal Year 2016 and is classified by the Carnegie Classification of Institutions of

Higher Education as a doctoral research university with higher research, one of only two Louisiana universities with this classification, which is the second highest Carnegie status that can be achieved; and

WHEREAS, under the current Board of Regents classification system and associated admission standards, there are those who question whether UNO is able to properly fulfill its mission for the New Orleans Metropolitan Statistical Area, which had a 2016 population of approximately one million two hundred fifty thousand persons and an average ACT score of 19.7 for the 2015-2016 school year, and who believe that a new classification of urban research institution is necessary to provide sufficient opportunities to conduct applied research while serving both regional and state citizens electing to pursue education and training at UNO, the city's only public research institution; and

WHEREAS, according to the Master Plan for Public Postsecondary Education in Louisiana: 2011, Southern University at New Orleans (SUNO), as the only public, historically black university in New Orleans, is primarily a teaching institution whose mission is successful education of undergraduate students and services to the employers and communities in its region; and

WHEREAS, under the Board of Regents classification system and associated admission standards, many are concerned about whether SUNO is able to properly fulfill this mission in its region and believe that reclassification or modification of the admission standards is needed in order for SUNO to successfully fulfill its mission.

THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby urge and request the Board of Regents and the Board of Supervisors for the University of Louisiana System to study jointly the possibility of revising the classification and admission standards of the University of New Orleans and the Board of Regents and the Board of Supervisors of Southern University and Agricultural and Mechanical College to study jointly the possibility of revising the classification and admission standards of Southern University at New Orleans and to submit a report of their findings and recommendations to the House Committee on Education and the Senate Committee on Education not later than sixty days prior to the beginning of the 2018 Regular Session of the Legislature.

BE IT FURTHER RESOLVED that a suitable copy of this Resolution be transmitted to the chairman of the Board of Regents, the commissioner of higher education, the chairman of the Board of Supervisors for the University of Louisiana System, the president of the University of Louisiana System, the president of the University of New Orleans, the chairman of the Board of Supervisors of Southern University and Agricultural and Mechanical College, the president of the Southern University System, and the president of Southern University at New Orleans.

SPEAKER OF THE HOUSE OF REPRESENTATIVES

RESIDENT OF THE SENATE