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Board of Regents Meeting as a Committee of the Whole

Reports and Recommendations

ACADEMIC and STUDENT AFFAIRS

October 24, 2018

Donald G. Bollinger Student Union
Nicholls State University -- Thibodaux, LA

VII. Reports and Recommendations

C. Academic and Student Affairs

1. Consent Agenda

- a. Reauthorization of Previously Approved Centers and Institutes
 - i. Center for Entrepreneurship & Information Technology – LA Tech
 - ii. Center for Visual & Decision Informatics – ULL
- b. Routine Staff Reports
 - i. Staff Approvals
 - ii. Progress Reports for Conditionally Approved Programs/Units
 - iii. Letters of Intent/Proposals in the Queue

2. Academic Programs: Letter of Intent: MS Athletic Training – ULL

3. Cyber Technology Center for Workforce Excellence – BPCC (Full Approval)

4. Academic Program Planning and Review

<p><i>Committee Members: Marty Chabert, Chair; Blake David, Vice Chair; Claudia Adley; Anthony Kenney, Wilbert Pryor; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.</i></p>

AGENDA ITEM VII C 1 a i
REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED
RESEARCH UNIT

LOUISIANA TECH UNIVERSITY
CENTER for ENTREPRENEURSHIP & INFORMATION TECHNOLOGY

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) is requesting reauthorization of the Center for Entrepreneurship & Information Technology (CEnIT). The Center was initially granted full approval in October 2003, and continued authorization in 2008 and 2013. A request for reauthorization was endorsed by the University of Louisiana System office in September 2018 and forwarded to the Board of Regents for consideration.

STAFF SUMMARY

1. Description

CEnIT is a partnership between the College of Business and the College of Engineering and Science at LA Tech, leveraging student and faculty talent from both colleges. The Center aims to enhance the regional economy by being a catalyst for a community of faculty, students, and external partners to produce innovations in IT and multidisciplinary entrepreneurship. CEnIT is the central facilitating component of a thriving innovation enterprise at LA Tech. It plays a key role in stimulating, supporting, and guiding lab research leading to innovations for new commercial products. CEnIT leads LA Tech's corporate partnership outreach and business development activities that help move innovations to the market and create new business, economic activity, jobs, and wealth for the region and the State. In addition to its central facilitating role in LA Tech's Innovation Enterprise, CEnIT supports the University's education mission by leading the institution's curricular and extra-curricular entrepreneurship activities, innovative product development programs, early state commercialization research, and technology development efforts.

2. Activities

CEnIT continues its history of success in securing external research funding for innovation and economic development, producing product licenses and startup companies, attracting business partners to the Ruston area, and securing corporate partnerships with industrial entities including CenturyLink, CSRA, the Fenway Group, and Pierry Inc. CEnIT faculty have secured over \$8.1 million in funded grants in the past 5 years, with another \$6 million pending. Examples of secured funding include the Department of Commerce Regional Innovation Strategies program, and the NSF Cyber Corps program, a highly competitive graduate student funding program designed to support the nation's cyber-security workforce needs. Additionally, CEnIT played a critical role in LA Tech being selected as the lead education and training partner for the Airman Deterrence Leadership program in partnership with CenturyLink. CEnIT staff have also been instrumental in securing corporate investor funding for early-stage entrepreneurs. CEnIT staff, through their work building relationships between entrepreneurs and investors, have helped generate more than \$20 million of investment for technology-based startup companies. LA Tech's incubator space is full of new firms resulting from the commercialization efforts of CEnIT.

Among the Center's many on-campus activities supporting innovation and entrepreneurship are the *TOP DOG Idea Pitch* and *TOP DOG New Venture Championship* events that encourage students to build innovative products and services. In the fall, students pitch their product or service ideas during the TOP DOG Idea Pitch, which is the qualifier event for the New Venture Championship held each spring quarter. Teams are mentored by business experts and training sessions are held to help TOP DOG teams build their pitches and investor decks. Future plans for CEnIT engagement with students include building programs in social entrepreneurship and "artrepreneurship" with LA Tech's Liberal Arts programs.

3. Resources and Administration

CEnIT is housed in University Hall with a variety of flexible multi-use spaces and classrooms in addition to the entrepreneurial maker space, design and prototyping lab, and a specialized internet research lab sponsored by General Dynamics IT. The Center's director is based in the College of Business, but reports directly to LA Tech's Chief Research and Innovation Officer. The 11 core faculty and staff affiliated with CEnIT are housed in the College of Business and the College of Engineering and Science.

4. Budget

CEnIT is funded by the State through the Governor's IT Initiative and Louisiana Economic Development, by Federal grants from the US. Department of Commerce, Department of Defense, NIH and the NSF, as well as through foundations and corporate partners. Revenues from these sources over the past five years have grown from \$2.2 million in FY 13/14 to over \$4.6 million this past year, with expected revenue for FY 18/19 to be \$6.4 million. Expenses for the next five years, including personnel expenses, are expected to remain under \$3 million per year.

STAFF ANALYSIS

CEnIT continues to drive innovation, both on the LA Tech campus and in the region through a variety of on-campus activities supporting invention, innovation, and entrepreneurship, while continuing to build strong private-sector partnerships. With current and projected funding exceeding full costs for the next several years, the Center is well positioned to continue to grow and thrive.

STAFF RECOMMENDATION

Senior staff recommend continued authorization of the Center for Entrepreneurship & Information Technology at Louisiana Tech University for a period of five years, with a report and request for reauthorization due by 1 October 2023.

AGENDA ITEM VII C 1 a ii
REAUTHORIZATION of an EXISTING RESEARCH UNIT
UNIVERSITY of LOUISIANA at LAFAYETTE
CENTER for VISUAL & DECISION INFORMATICS

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) is requesting reauthorization of the Center for Visual & Decision Informatics (CVDI). The Center was granted full approval in September 2013. A request was approved by the Board of Supervisors of the University of Louisiana System in August 2018 for continued authorization, and submitted to the Board of Regents for consideration.

STAFF SUMMARY

1. Description

The ULL CVDI's research focus is on use-inspired research in the area of decision informatics, particularly in the context of big data, including structured and unstructured data such as text, images, video, sensor streams, and graphs. The Center aims for research that has the ability to make a transformative impact on how an organization's information is interpreted and exploited. As part of its designation as an NSF Industry/University Cooperative Research Center (IUCRC), the CVDI works in collaboration with Drexel University (in PA) and Tampere University (in Finland), and it is part of a broader collaboration that includes Stony Brook University, UNC Charlotte, and the University of Virginia. Complementary research expertise covers research topics such as advanced analytics, visual interfaces and visualization, and high performance data management techniques. The CVDI's mission includes: conducting research on next-generation, big-data related technologies; identifying data challenges and solutions for industry; building collaborations with industry and government on transformative opportunities in data science; engaging in high quality training of students; and informing policy.

2. Activities

Since the CVDI was initially granted full approval in 2013, it has: supported 60 students and produced 40 publications; had 30 intellectual property disclosures, 4 licensing agreements, and 1 patent application; and generated \$1.6 million in external funding. Current specific research focus areas for the Center are based on the expressed needs of the CVDI advisory board in the areas of healthcare, disaster management, fraud detection, and environmental science. The CVDI's dozens of completed and ongoing research projects cover a wide range of topics on the use of big data and data science, including the development of a cyberinfrastructure system for real-time flood forecasting. Future areas of research will continue to be based on the collective expertise of Center faculty and researchers in conjunction with expressed areas of need from the advisory board.

3. Resources and Administration

The CVDI is housed within the University Research Park, providing close proximity to technology (including supercomputing, visualization, and high-speed fiber-optic communications) as well as easy access for industry partners. Forty employees, shared under the umbrella of the Informatics Research Institute (IRI) with three other constituent centers, are assigned based on project needs. In addition to the IRI staff, the CVDI leverages researchers from across campus from other centers and institutes as well as from the School of Computing and Informatics and the College of Engineering.

4. Budget

The CDVI operates more than 70% of its budget on external funding through grants and contracts from Federal and State sources as well as within the private sector. State funding, appropriated from the University budget through the umbrella of the Informatics Research Institute, goes to faculty and staff salaries and benefits. As part of the Center's NSF IUCRC designation, industry must provide major financial support to the center's core research projects. Industry funding for the center currently flows primarily through contracts and through funding from the CVDI's Industrial Advisory Board. Total funding for several ongoing projects is over \$1.3 million, and the CDVI projects over \$2 million in funding from external sources over the next five years.

STAFF ANALYSIS

CDVI has maintained its designation by the NSF as an Industry/University Cooperative Research Center, the first to be established in the State of Louisiana. In its short 6 years, the CDVI has secured a significant amount of external funding, has successfully built strong industry partnerships, and has established a clear direction for the next five years.

STAFF RECOMMENDATION

The Senior Staff recommend continued authorization of the Center for Visual & Decision Informatics at the University of Louisiana at Lafayette for a period of five years, with a report and request for reauthorization due by 1 October 2023.

AGENDA ITEM VII C 1 b i
ROUTINE ACADEMIC REQUESTS
Staff Approvals

Institution	Request
Nicholls	Request to offer the <u>MEd/Curriculum & Instruction (CIP 13.0301)</u> , concentration in Early Childhood Education, via 100% online delivery through <i>Nicholls Online</i> with 8-week sessions as opposed to the traditional semester structure. <u>Approved</u> .
SOWELA	Request to offer the <u>AAS/Culinary Arts (CIP 12.0503)</u> 100% online in addition to the on-campus program, beginning in Jan/2019. Currently, 65% is online, and the remaining 35% is being finalized; the Am Culinary Federation has been involved throughout the online program development. <u>Approved</u>

AGENDA ITEM VII C 1 b ii

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Regular progress reports are required for all conditionally approved academic programs. A program is fully approved once it demonstrates viability based on BoR minimum completer thresholds for at least two years, as well as factors such as strong enrollment, accreditation status, licensure passage rates, and other relevant indicators of the program's potential for long term success.

Initial Approval	Program	Staff Analysis	Staff Recommendation for Board Action
06.2015	LSU A&M Graduate Certificate in Analytics CIP 52.1301 Implemented Fall 2016. Current report received 9.14.2018.	Increasing demand in the field (big data), the program's online format, and marketing to existing MBA students have led to strong and growing enrollment. The program had 4 graduates the first year and 19 last year, with 35 estimated for next year based on current enrollment of 34 with several more expected.	Receive and accept the report. Program is fully approved <u>No further reporting required.</u>
06.2015	LSU A&M Graduate Certificate in Applied Depositional Geosystems CIP 40.0603 Implemented Fall 2016. Current report received 9.14.2018.	The program has had 6 total graduates (3 from each of the past two years), all of whom were currently enrolled in the MS or PhD Geology program. Additional grad student funding has been allocated for those completing the certificate. Efforts to recruit external students have not been successful due to current limited job opportunities in the field.	Receive and accept the report. A subsequent report is due 10.1.2019.
06.2015	LSU A&M Graduate Certificate in Records and Information Management CIP 25.0103 Implemented Spring 2017. Current report received 9.14.2018.	The program enrolled its first 12 students in Spring 2017, with the first two graduates this past year. Current enrollment is 6 with at least one graduate expected this fall. The program is marketed to current LSU students, at conferences, and with ICRM, the certifying body in the field.	Receive and accept the report. A subsequent report is due 10.1.2019.
06.2015	LSU A&M Graduate Certificate in School Librarianship CIP 25.0102 Implemented Spring 2016. Current report received 10.8.2018.	Program for certified LA teachers had 9 students enrolled last year, with 3 graduates in the spring. Currently, 5 students are enrolled, and 4 are expected to graduate this fall. The Certificate is marketed on the School's website and social media, and through print materials distributed at conferences and mailed to target groups.	Receive and accept the report. A subsequent report is due 10.1.2019.
06.2015	LSU A&M Graduate Certificate in Strategic Communication CIP 09.0999 Implemented Fall 2016. Current report received 9.14.2018.	All required courses for the program are offered each year, and additional electives were recently approved. The program has had 4 graduates over the past 3 years, and has 4 students enrolled for this year. The program has implemented a GRE waiver option for applicants and is considering online delivery.	Receive and accept report. A subsequent report is due 10.1.2019.
04.2016	Southern A&M MAT in Elementary Education (Grades 1-5) CIP 13.1202 Implemented Fall 2016. Current progress report received 9.17.2018.	Several faculty departures after program approval have delayed full implementation; no students are currently enrolled in the program. Two new faculty were hired for fall 2018 and a full cohort will be recruited in summer 2019.	Receive and accept report. A subsequent report is due 10.1.2019.

02.2015	Southern Shreveport AAS in Polysomnographic Technology CIP 51.0917 Program has not yet been implemented. Current progress report received 9.20.2018.	Program implementation delayed due to SACSCOC substantive change request requirement. The university plans to begin enrolling students for fall 2019.	Receive and accept report. A subsequent report is 2.1.2020.
08.2012	ULL MS in Criminal Justice (CIP 43.0104) Implemented Fall 2013. Current progress report was received 8.27.2018.	Faculty turnover and budget cuts have led to a lack of expected growth in the program and graduation numbers have not yet reached the minimum threshold. The Department determined that the program is still needed, and it established a task force to identify and address issues. The campus has submitted a plan for curriculum revisions, faculty hiring, student financial support, and program marketing.	Receive and accept report. A subsequent report is due 10.1.2020.

AGENDA ITEM VII C 1 b iii
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	UNO	BS – Construction Management	04.23.18	04.23-05.17.18 – circulated to CAOs for input; 06.04 questioned need based on LWC projections; 06.13 rcv'd data from GNO Inc; 06.23 LSU data – stu records/career cntr/advisory council; 07.24 rcv'd revised Lol; 07.25 ongoing questions of need, unnecessary duplication; 08.03 suggested mtg to discuss; 10.11 –EM from campus reiterated interest in developing a CM degree; under staff review.
	UNO	PhD – Justice Studies	06.25.18	06.29– 07.27.18 circulated to CAOs; 08.01 questions sent to campus; 08.01 received initial response; 08.03 suggested mtg to discuss, awaiting response.
	LSU	BA – Integrative Arts	07.02.18	07.02-07.30.18 circulated to CAOs for input; 08.09 sent questions to campus; response included change in program name, focus; under review.
	LSU	MS – Healthcare Systems Engineering	07.02.18	07.02- 08.03.18 circulated to CAOs for input; 08.09 sent questions to campus; 08.13 campus responses received; 09.11 additional questions submitted to campus, responses received 9.14; 10.8 ongoing concerns discussed with campus, waiting for written response.
	SLU	BS – Integrated Science & Technology	08.23.18	8.30.18 - circulated to CAOs for input; responses due 9.27.18; under staff review
	UNO	BS – Professional Pilot	08.23.18	8.30.18 - circulated to CAOs for input; responses due 9.27.18; under staff review
Proposals	SUSLA	AA – Communication Studies (previously AAS in Media Communication)	05.15.18	6.1.18 – Teleconference to discuss revisiting proposal to narrow the focus to faculty strengths and local needs; 8.6.18 – feedback sent to campus on revised proposal, awaiting response.
	LSU - A	BS – Kinesiology	10.04.18	10.10.18 – requested information on curriculum, certification review for H&PE concentration, plans for BGS concentration; and discussed staff questions by telephone – awaiting response.
	LSU A&M	MS in Child & Family Studies	10.04.18	10.04.18 – Contacted campus to clarify that reactivation of a 5-year suspended concentration as a standalone program may require a proposal for a new program; 10.10.18 – received more information on program plan along with faculty vitae -- under staff review.

AGENDA ITEM VII C 2
LETTER of INTENT
UNIVERSITY of LOUISIANA at LAFAYETTE
MASTER of SCIENCE in ATHLETIC TRAINING

BACKGROUND INFORMATION

The University of Louisiana at Lafayette (ULL) requests Board of Regents approval of a Letter of Intent (LoI) to create a proposal for a Master of Science in Athletic Training. The LoI was approved by the Board of Supervisors of the University of Louisiana System in August 2018, received by BoR staff, and distributed to statewide Chief Academic Officers for review and comment.

STAFF SUMMARY

1. Description and Need

Undergraduate and Graduate athletic training programs are accredited by the Commission on Accreditation of Athletic Training Education (CAATE). In 2015, a group called the *Strategic Alliance* (which includes CAATE along with the National Athletic Trainers' Association (NATA), the NATA Board of Certification, and the NATA Research and Education Foundation) unanimously agreed to elevate the entry level degree for the athletic training field to the Master's degree, effective 2022, when all BS programs must stop admitting students. The mandated transition from an undergraduate to a master's level program mirrors a national trend in healthcare professions. For example, occupational therapists, physical therapists, and audiologists all now receive their professional education at the graduate-level. The Strategic Alliance cites some factors that contributed to the need for a graduate-level degree in Athletic Training, including, "...the facilitation of changes in patterns of healthcare delivery, the scope of practice, and the related need for greater depth of knowledge in Athletic Training, societal demands for increased accountability, and its approval of a graduate degree as a symbol of professional status." The intended program will prepare its graduates to provide preventive services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

The transition of the State's undergraduate programs to the Master's level are necessary for each program to maintain accreditation and to meet the growing workforce demands. According to the US Bureau of Labor Statistics, job growth for the athletic training profession is projected to be 23% for 2016-2026. Southeastern Louisiana University's Letter of Intent to make the transition was approved in June, 2018, and LSU's program proposal to establish the MS in Athletic Training was approved in August, 2018. ULL's program will be the last of the remaining athletic training programs in the state to make the transition; three other undergraduate programs have been terminated (2 public and 1 private) in the past decade. Because of the shrinking number of programs available in the region and throughout the country after the mandatory transition to the graduate level, all three programs are expected to thrive.

After the institution was cited by CAATE for low licensure passage rates, new leadership in the ULL athletic training undergraduate program resulted in rapid increases in passage rates, from 25% in AY 14/15 to 90% in AY 16/17, and the University remains committed to the success of the program. The MS program will have a 55-hour curriculum consistent with the curricula of other institutions in the region that are also transitioning to the MS. The program would offer a thesis option, for students intending to go into athletic training education, and the non-thesis option that includes an internship and professional certification in EMT-Basic is designed to engage students as practitioners in the field.

2. Students

The intended program plans to use a cohort model with two cohorts of 14-16 students admitted each year, for a total of 28-32 students in the program by year 2. ULL estimates a higher number of graduate students than in the undergraduate program based, in part, on the fact that several undergraduate programs around the country and the state have decided to eliminate Athletic Training rather than transition to the mandatory graduate level. The teach-out plan for the undergraduate program is already in place, and those who would

normally enroll in the BS program are being redirected to the Exercise Science program, which has a built-in track that meets prerequisite course requirements for the proposed MS program.

3. Faculty, Resources & Budget

ULL has sufficient state of the art facilities, equipment, and graduate-level faculty to implement the MS program from ULL's robust undergraduate Athletic Training program. Undergraduate fees for the BS program include a supply fee which will not transfer to the Master's program. Therefore, the Department has requested an additional \$10K in funds from the University for the first two years of program implementation while it petitions for the addition of the supply fee for Master's students. Once the program reaches a total enrollment of 30 students (anticipated in year 3), an additional full time Assistant Professor will be needed.

STAFF ANALYSIS

The intended MS in Athletic Training would replace the existing BS program and permit the continuation of Athletic Training education at ULL. The thesis and non-thesis options will provide graduates with the appropriate coursework and clinical experiences necessary to pass the certification examination, meet state licensure requirements, and prepare for entry-level practice as confident and competent athletic trainers and instructors.

STAFF RECOMMENDATION

The Senior Staff recommend approval of the Letter of Intent to develop a full proposal for a Master of Science in Athletic Training at the University of Louisiana at Lafayette.

BoR AGENDA ITEM VII C 3
REQUEST for CONTINUED DESIGNATION as a
CENTER for WORKFORCE EXCELLENCE
BOSSIER PARISH COMMUNITY COLLEGE
CYBER TECHNOLOGY CENTER for WORKFORCE EXCELLENCE

BACKGROUND INFORMATION

Bossier Parish Community College (BPCC) requests full approval and continued authorization of its Cyber Technology Center for Workforce Excellence. A Board of Regents *Center for Workforce Excellence* (CWE) presents an intensity in teaching and learning that is both identified and supported by business and industry partners who work closely with the CWE so that it is poised to respond to immediate and long-term needs. The BoR granted conditional approval of the designation as Cyber Technology CWE at BPCC in May 2017.

STAFF SUMMARY

Description

Designation as a Center for Workforce Excellence recognizes BPCC's history of excellence in academics, workforce training, and inter-agency collaboration in the area of cyber education. The AAS in Cyber Technology program contains industry-driven course content that continuously evolves to keep pace with suggestions from the advisory committee and cyber business partners, and it is supported by grants and initiatives from federal, state, and industry sponsors. An NSA/DHS-designated *National Center of Academic Excellence in Information Assurance/Cybersecurity 2-Year Education*, BPCC continues to advance in information security education, curriculum development, and faculty training.

In its first year of operation as a CWE, the Center has extended the success of Cyber Technology in academics to a stronger base of cyber technology outreach and training for industry and workforce partners as well as its statewide academic colleagues.

- In June 2018, BPCC partnered with Cybint Solutions for the inaugural *Cyber Range Competition & Workshop* to provide an opportunity for invited IT company partners to participate in a range of competitions. Participants then received an in-depth briefing on current cyber threats, the Dark Web, and cyber intelligence. Feedback was overwhelmingly positive, with 100% agreeing that the Cyber Range experience would positively impact the participants' impression of a BPCC graduate when hiring. The CWE will invite educational partners to another Cyber Range event in October, bringing together faculty members from all four Systems and several LAICU institutions.
- Within the first year of designation as a CWE, the College collaborated with General Dynamics to create a new associate's degree in Systems Administration. The AAS includes two concentrations: DevOps, to provide overarching understanding of the full scope of software delivery (development, operations, and testing); and Enterprise Information Technology & Development, to acquire skills needed to manage an organization's computer systems (system logs, system updates, user accounts, and troubleshooting).
- BPCC has been recognized with a Postsecondary Rising Star Award for being a CompTIA Academy. It is also designated as a Cisco Academy and a Microsoft Academy.

External Support and Collaboration

The CWE maintains a close working relationship with industry partners throughout the region. The Cyber Advisory Board, a diverse group of leaders from the IT industry, economic development, university partners, and BPCC cyber faculty and staff, participates in roundtable discussions of the CWE and Cyber Technology programming. Key points discussed during the last meeting included the value of teamwork and team environments, soft skills, communication, problem-solving and critical thinking, and the

importance of deadlines and responsibilities assigned on the job. Specific suggestions from employer partners are being incorporated into the student experience, e.g.:

- Pairing cross functional intern groups to work on projects that allow them to collaborate and make decisions in the moment;
- Allowing students to start with vague concepts on projects that interact with local businesses;
- Incorporating table top exercises with embedded conflict in projects; and
- Teaching students “how to dig to really flush out program requirements.”

BPCC continues to advance its goals of being equipped for the needs of today and being prepared to support the increasing demands of the future. The CWE is currently in phase 3 of DHS/NSA compliance certification as it implements DHS cybersecurity practices and scans to increase the security of the campus’ network assets. BPCC is now a member of the National CyberWatch Center (NCC), a consortium of higher education institutions, businesses, and government agencies focused on collaborative efforts to advance information security education and strengthen the national cybersecurity workforce. The College is represented on the Louisiana Cyber Commission for Workforce Education and Outreach Committee, a subcommittee of the Governor’s new Cyber Commission for the Advancement of Cybersecurity & Cyber Education in the State. BPCC also agreed to join the NICE Apprenticeships Working Group while at the and at the National Institute for Cyber Education (NICE) conference in November 2017. Finally, a team from the CWE presented a talk on “Advisory Board and Partnerships and How They Help You Grow” at the 2018 Community College Cyber Summit (3CS). BPCC will be the host site for the 2019 conference.

The College is in year four of a 10-year Cooperative Endeavor Agreement with General Dynamics IT (GDIT) and LED that brings \$250K per year to support and advance IT programs and the CWE. Since the inception of the partnership in 2014, 29 BPCC students have held IT internships with GDIT and more than 100 BPCC students and alumni have been hired by GDIT. In addition, two Rapid Response grants were refocused in June 2017 to create a cyber range (\$191K) and expand the offerings available through *BPCC OnDemand* (\$68K). The partnership with Cybint Solutions for the inaugural BPCC Cyber Range Competition in June 2018 included an estimated \$10,000 of in-kind services and another estimated \$10K in Simulab scholarships.

STAFF ANALYSIS

The Cyber Technology Center for Workforce Excellence at BPCC blends workforce training, academics, and industry and community partnerships into a powerful collaborative effort to build and protect the technology ecosystem of the area, while also representing the State of Louisiana at the national level. The College’s cyber technology group has the support and respect of neighboring universities, statewide industry, and the surrounding community it serves. The CWE’s constant search for excellence is reflected in employer and graduate surveys and the continuous adjustments and updates to program elements and outreach.

STAFF RECOMMENDATION

The Senior Staff recommend full approval of the Cyber Technology Center for Workforce Excellence at Bossier Parish Community College, with a report and request for continued designation due by 1 October 2023.

BoR AGENDA ITEM V
PROPOSED NEW CENTER for WORKFORCE EXCELLENCE
BOSSIER PARISH COMMUNITY COLLEGE
CYBER TECHNOLOGY CENTER for WORKFORCE EXCELLENCE

BACKGROUND INFORMATION

Bossier Parish Community College (BPCC) requests Board of Regents approval of a Center for Workforce Excellence in Cyber Technology. In a *Center for Workforce Excellence* (CWE), there is an expected intensity in teaching and learning that is both identified and supported by business and industry partners who work closely with the CWE so that it is poised to respond to industry's immediate and long-term needs. The Center for Workforce Excellence in Cyber Technology proposal was approved by the LCTCS Board of Supervisors at its April 2017 meeting and forwarded to BoR staff for review.

STAFF SUMMARY

Description

Designation as a Center for Workforce Excellence would recognize and acknowledge BPCC's history of excellence in academic, workforce training, and inter-agency collaboration in the area of cyber education. The College's Cyber Technology programs contain industry-driven course content that continuously evolves to keep pace with suggestions from the advisory committees and cyber business partners, supported by grants and initiatives from federal, state, and industry sponsors. In 2012, the National Security Agency (NSA) and the Department of Homeland Security named BPCC as a *National Center of Academic Excellence in Information Assurance/Cybersecurity 2-Year Education*, one of the first 13 schools awarded this honor, based on its leadership in information security education, curriculum development, and faculty training in Northwest Louisiana. BPCC is also one of a select group of community colleges nationwide to achieve all six of the Committee on National Security Systems (CNSS) standards certifications.

In April 2013, the BoR approved the AAS/Cyber Technology to add to the existing certificate programs in Information Systems Security Professionals, Senior Systems Management, and Programming for Digital Gaming. The associate degree has grown quickly from 3 graduates the first year (2013-14) to 13 (in 2014-15) and 27 in 2015-16. The degree has two concentration choices: Network Security, and Programmer Analyst. Within the cyber technology academic programs, over 14 courses are mapped to Industry Based Certification (IBC) Exams. The AAS/Computer Information Systems, also a part of the proposed CWE's academic offerings, averaged 21 graduates per year over the last five years. Articulation agreements with universities such as LSU Shreveport, NSULA, LA Tech, University of Maryland University College, and Capitol Technology University (Washington DC) make it easier for program graduates to plan their education through the bachelor's degree.

BPCC has a strong relationship with industry. The Cyber Innovation Center (CIC), located next door to the campus, primarily focuses on K-12 education but works closely with the campus. Businesses considering a move to Louisiana or fortifying their workforce often contact CIC for information, and CIC brings companies with inquiries about educational resources to BPCC. *Cyber Enterprises*, an innovative technology platform for providing educational services for business and industry, evolved from work with Rapid Response Grants to develop responsive training programs. Originally exclusively focused on serving cyber industries, it has evolved into a blend of technology and academics, playing on the strengths of the academic institution to guide any company to the appropriate pathway for the result it is seeking. Cyber Enterprises will be housed in the STEM building, as part of the proposed Center.

External Support and Collaboration

Since 2010, BPCC's Cyber Technology group has been a leader in the Cyber Security Education Consortium in Louisiana. The College has been awarded grant funding to support professional

ATTACHMENT – Initial Designation as CWE: May 2017

development of faculty, professional development of students, purchases of equipment, and development and continuation of program improvements and cyber student success initiatives. Over the last six years, the proposed CWE functions have generated \$10.3M in grants and pledges of grants from private, state, and national sources. These include: a \$7.6M TAACCT Round 2 grant from the US Department of Labor to rapidly train students in cyber fields, incorporating remedial education within technical courses over a span from 2012-2016; a \$2.5M cooperative endeavor agreement (2015-2025) with LA Economic Development (LED) and the CSRA corporation to increase student passage rates of academic cyber courses and IBCs; and a \$40K JP Morgan Chase grant (2016-17) to fund the cost of IBCs with internships or externships for cyber students.

The largest tangible symbol of community and industry support for BPCC's programming is the new 80,000 square foot STEM building on the campus, scheduled for completion this year. Through close partnership with the Cyber Innovation Center (which donated the land), the state-of-the-art building will be shared by house BPCC's Cyber Enterprise, an innovation that accelerates the blending of workforce and academics.

The proposed Center's impact is extensive, particularly in its collaboration with the Cyber Innovation Center. The CIC anchors Louisiana's *Cyber Corridor* and its National Cyber Research Park which encompasses CenturyLink, LA Tech, and BPCC, "one of the nation's fastest growing community colleges." In 2013-14, BPCC worked with the CIC to serve the LA National Guard by creating a module-based cybersecurity training program, a project funded by the CIC through a \$66K grant from the Governor's Office of Homeland Security & Emergency Preparedness. In 2014, at the CIC's request, BPCC served as a resource to Zane State College (Ohio) during their exploration of developing a cyber research park system: BPCC described how the CIC and college work together to support local cyber initiatives.

STAFF ANALYSIS

BPCC is requesting to establish a Center for Workforce Excellence in Cyber Technology, leveraging the strength of its involvement in both workforce training and academics. One thing that makes the cyber group so innovative in workforce development is its practice of talking to the client, listening to what they need, and then figuring out how to provide it, whether it's a compressed training module, an IBC, an associate degree, or a combination of deliverables. The College's cyber group has the support and respect of neighboring universities, industry throughout the State, nearby Barksdale AFB, and the surrounding community it serves.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the proposed Center for Workforce Excellence in Cyber Technology at Bossier Parish Community College, with a report and proposal for continued designation due by 1 July 2018.

AGENDA ITEM VII C 4

ACADEMIC PROGRAM PLANNING and REVIEW

A New Approach

BACKGROUND INFORMATION

The Board of Regents manages the academic program inventory of the State's public post-secondary institutions with the goal of ensuring that the State is providing needed and effective education and training opportunities while avoiding unnecessary duplication. It does this primarily through the careful review of all proposed new degree programs to assess their relevance and utility to state and regional needs, the strength of curriculum design, and the institution's plan for program implementation and support. There must also be evidence of student and prospective employer demand as well as recognition of the program's resource requirements and a plan to meet them. New programs are conditionally approved for implementation, added to the statewide curriculum inventory (CRIN) and monitored via progress reports until the programs demonstrate viability through enrollments and completers, as well as progress toward accreditation and/or acquisition of necessary faculty and resources.

Fully approved programs on the curriculum inventory (CRIN) are reviewed periodically to assess their continued relevance and to identify possibilities for refocusing limited campus and faculty resources into more productive areas. The Regents' statewide program review repeats the basic analysis of existing programs to assess whether they should be maintained in the CRIN, e.g., whether program continuation is justified based on access, costs, productivity, state or regional needs, provision of a service function, or centrality to the institution's mission. The review is an opportunity to ensure that programs remain strategically connected to State and student needs and priorities, and that they are sustainable under current and anticipated fiscal constraints.

Between 1986 and 2009, the statewide review was conducted in 4-10 year intervals, but since 2009 the review has been conducted every other year with a particular focus on "low-completer programs," triggered primarily by viability thresholds serving as minimum productivity targets: the average number of awards conferred over the last three years.

Viability Thresholds for Required Academic Program Review

Degree Level	Average Completers (Over 3-5 Years)		
	1994-2014	2016-present	
		Non-STEM	STEM
Undergraduate Programs (Associate/Bachelor)	8	10	8
Master/Post-Master/Specialist	5	6	5
Professional/Doctoral/Post-Doctoral	2	2.5	2

During the statewide review process, BoR staff indicate to campuses the programs requiring review and institutions may add programs to the review as part of their work in campus resource management. Enrollment and completion data could be early indicators of low productivity, but further scrutiny of other information (e.g., retention, persistence, student success) that institutions submit as part of the review could lead to the program being recommended for continuation, redesign, or termination.

In the five formal statewide program reviews conducted from 2009-2017, a total of 1,236 were reviewed with 534 terminated, many of which were consolidated and/or absorbed into new or other degree programs. Outside of the formal low-completer reviews, the CRIN was adjusted through Board action approving 250 new programs and 131 terminations at or above the associate degree level. The Curriculum Inventory is fluid and responsive to the needs of the state and the capacity of the public postsecondary community.

The reality for higher education in Louisiana is that postsecondary education is doing less with less state support while working to preserve access to undergraduate education, re-evaluating access to graduate education, and concentrating resources into the more productive program areas to respond to local and

regional workforce needs. After five rounds of biennial statewide reviews, it is apparent to BoR staff and to postsecondary institutions that the cost (in time and effort) to benefit (in value of the effort) has diminished: two years does not provide enough time for changes in curriculum, marketing, student support, program alignment, etc. to show a significant change in program productivity.

During a meeting with statewide Chief Academic Officers (CAOs) during the recent Formula Summit, BoR Academic Affairs staff sought input about the idea of replacing the biennial program/low-completer review with a periodic BoR-coordinated Campus Academic Planning Process which would contain two major components: a campus review of current program inventory, and a projection and discussion of campus interests and plans for program development over the next one to five years. Response from the campus academic leadership was clearly positive, though they requested a template to guide them in designing and reporting their efforts. BoR staff offered to develop a draft template and plan, and to coordinate with the CAOs in finalizing a recommendation to the Board.

STAFF ANALYSIS

The two-year program/low-completer review cycle is too frequent for campuses or the Board to see meaningful results from one review to the next. Instead, the labor-intensive process has been yielding diminishing value for the hours of effort expended by Regents', System, and Campus staff and faculty in managing the reporting process. A statewide academic planning process could contribute to strategic planning for program development at every level, and allow the BoR to recommend opportunities and connections across campus and system boundaries. It would also return some of the expectation of monitoring program viability to the campuses, though Regents' staff would continue to take an active role in reviewing the CRIN for at-risk, dormant or questionable program offerings.

STAFF RECOMMENDATION

Senior Staff recommend that the scheduled 2018-19 statewide academic program/low-completer review be postponed while staff develop and propose a new Academic Planning and Review process to support strategic planning for program development, to be presented before the end of the 2018-19 academic year.