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*Commissioner of
Higher Education*



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PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING

January 14, 2019 • 1:40 p.m.

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

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. R.S. 17:1808 (Licensure)
 1. License Renewal
 - a. Herzing University
 - B. State Authorization Reciprocity Agreement (SARA) Institutional Renewal
 1. Southeastern Louisiana University
 - C. Proprietary Schools Advisory Commission
 1. Initial Licenses
 - a. Burks Medical Training, LLC
 - b. Professional Laser Training, LLC
 2. Change of Ownership Application
 - a. Moore Career College
 3. License Renewals
- IV. Board of Regents Response to Senate Resolution 103 of the 2018 Regular Session
- V. Other Business
- VI. Adjournment

Committee Members: Collis Temple III, Chair; Claudia Adley, Vice Chair; Blake David, Randy Ewing, Charles McDonald, Sonia Perez, Wilbert Pryor, Gerald Theunissen, Jacqueline Wyatt

Agenda Item III. A.1.a.

Herzing University Kenner, LA

BACKGROUND

Herzing University first registered with the Board of Regents in 1998. The institution is headquartered in Milwaukee, Wisconsin. Herzing University is accredited by the Higher Learning Commission (HCL). Herzing lists campus locations in seven states.

ACADEMIC PROGRAMS

Herzing University offers Associate of Science and Bachelors of Science degrees in a variety of disciplines, including Business Administration, Information Technology, Computer Science, Criminal Justice, Entrepreneurial Studies, Graphic Design, Homeland Security, Legal Studies, and Technology Management. The university also offers Masters in Business Administration programs with a variety of options and several Post Master's Certificates in business related fields.

FACULTY AND STUDENTS

Herzing University employs 22 faculty for its Louisiana operation, five on a full-time basis. Eleven faculty hold a doctoral degree, while 10 faculty hold master's degrees. Currently, 233 students are enrolled in associate degree programs, 179 students in bachelor's programs, and 37 in master's programs.

FACILITIES

Herzing University is located in Kenner, LA. The university presently leases over 17,000 square feet on Williams Blvd. with classrooms, labs, a break room, a learning commons, and faculty and administrative offices. Laboratories and classrooms have been designed to facilitate the learning experience with hands-on instruction on state-of-the-industry equipment.

STAFF RECOMMENDATION

Given the program completion requirements, the qualifications of its faculty, and the oversight provided by the institution's nationally recognized accrediting agency, senior staff recommends that the Board of Regents accept Herzing University's application for license renewal in keeping with the institution's activities in Kenner, Louisiana.

Agenda Item III. B.

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 its 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 initial application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 26 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.

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Agenda Item III.C.

Minutes

Board of Regents' Proprietary Schools Advisory Commission **January 8, 2019**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, January 8, 2019, at 10:05 a.m., in Room 1-190 of the Claiborne Building, Baton Rouge. Interim Chair Fontenot called the meeting to order and the roll was called.

Commission Members Present

Melanie Amrhein
Sherrie Despino
James Dorris
James Fontenot, Interim Chair
Raymond Lalonde
Mary Lou Potter

Staff Members Present

Nancy Beall
Chandra Cheatham
Carol Marabella
Larry Tremblay

Commission Members Absent

Theresa Hay

Guests Present

(See Appendix A.)

The first item of business was the election of officers for the Commission for 2019.

Interim Chair Fontenot reminded the Commission that state law requires the Commission to elect from its membership a chair and vice-chair annually, and the law does not restrict the number of terms an individual can serve.

Commission member Amrhein nominated Mr. Fontenot as Chair. There being no other nominations,

On motion of Ms. Despino, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously elected Mr. Fontenot as Chair for 2019.

Commission member Dorris nominated Ms. Amrhein as Vice-Chair. There being no other nominations,

On motion of Mr. Fontenot, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously elected Ms. Amrhein as Vice-Chair for 2019.

The next item of business was approval of the minutes from its meeting of November 13, 2018.

On motion of Ms. Amrhein, seconded by Ms. Potter, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the November 13, 2018 Proprietary Schools Advisory Commission meeting.

The next agenda item considered by the Commission was two initial license applications, the first from Burks Medical Training, LLC, located in Rosepine, Louisiana, and represented by the school's owner, Ms. Danna Steech. Ms. Marabella reviewed the materials for the Commission members, informing them that Ms. Steech, sister of the late Ms. Robin Spence who was the owner of the closed Rosepine Louisiana Medical Training, LLC, aspires to

once again provide career training opportunities to the Rosepine community with the licensure of Burks Medical Training, LLC. As administrator of Rosepine Louisiana Medical Training, LLC, Ms. Steech ensured that all enrolled students were able to complete their studies prior to the school's closure following Ms. Spence's death. The new institution would be offering one program of study, Clinical Medical Assistant, which is a 85.0 clock hour program with an anticipated completion time of seventeen weeks. Burks Medical Training, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding employment opportunities and salary expectations for graduates, location of school, student demographics, the owner's reason for choosing to offer the Clinical Medical Assistant program, and the availability of payment plans for students,

On motion of Ms. Amrhein, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Burks Medical Training, LLC, located in Rosepine, Louisiana.

The second initial license application considered by the Commission was from Professional Laser Training, LLC, located in Covington, Louisiana, and represented by the school's owner, Dr. Michael Haas. Ms. Marabella reviewed the materials for the Commission, informing it that this institution would be offering one program of study, Basic Laser Course, which is a 32.0 clock hour program with an anticipated completion time of five days. Professional Laser Training, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the prerequisites for program admission, curriculum content, the school's pending approval by the AMA for awarding continuing education credits, the owner's professional background and qualifications, an explanation of laser usage for cosmetic purposes, and the absence of professional certification of laser technicians by the State of Louisiana,

On motion of Mr. Dorris, seconded by Ms. Potter, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Professional Laser Training, LLC, located in Covington, Louisiana.

The next agenda item considered by the Commission involved a change of ownership license application from Moore Career College, located in Baton Rouge, Louisiana, and represented by the institution's owner, Mr. Michael Thompson, and director, Mr. Jason Rollins. Ms. Cheatham reminded the Commission that the Proprietary Schools Law requires that a change of ownership be treated no differently than an initial license application. The change of ownership at Moore Career College has been seamless for the students in that the curricula and instructors remain the same.

The school is accredited by the Commission on Massage Therapy Accreditation and proposes to continue to offer Combination Welding (750.0 clock hours with an estimated completion time of seven months for day classes and nine months for evening classes) and Massage Therapy (775.0 clock hours with an estimated completion time of nine months for day classes and fifteen months for evening classes). Moore Career College had met all the legal and

administrative requirements to be approved for a change of ownership license.

Following further discussion regarding current student population and enrollment, length of programs, available placement assistance to graduates, potential salary range for welders, the owner's motivation for purchasing the school, and the seamless transition for students and staff following the change of ownership,

On motion of Ms. Amrhein, seconded by Ms. Despino, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve the change of ownership license application for Moore Career College, located in Baton Rouge, Louisiana.

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were fifteen (15) schools seeking renewal. These schools scheduled for renewal were in complete compliance, having met all the legal and administrative requirements to be re-licensed.

Following further discussion,

On motion of Ms. Potter, seconded by Mr. Lalonde, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents renew the licenses of the following proprietary schools (initial license date in parentheses).

Academy of Acadiana--Lake Charles (12/02/10)
Accelerated Dental Assisting Academy (Hammond) (12/10/15)
Advanced Welding School, LLC (12/11/17)
Alexandria Dental Assistant School (12/08/11)
Grade A Health Solutions, LLC (12/07/16)
Infinity College, Inc. (12/02/10)
Learning Bridge Career Institute (12/02/10)
Martin International, Inc., of Louisiana (12/16/82)
NASCAR Technical Institute (12/05/02)
National Driving Academy, Inc. (12/05/96)
New Orleans Culinary and Hospitality Institute, Inc. (12/10/15)

Southern Security School, Inc. (12/07/16)
Tulsa Welding School (12/07/06)
Unitech Training Academy--Alexandria (12/04/08)
Unitech Training Academy--Metairie (12/08/11)

Ms. Marabella informed the Commission that there were four institutions that did not renew their licenses this renewal cycle: Allied Prep Technical Institute, LLC (12/11/14), ECO Training Center, LLC (12/08/05), Healthcare Management Professionals, LLC (12/07/16), and McCann School of Business and Technology (09/28/06). Staff will follow through to secure the student records from each school for safekeeping.

The next item on the agenda was an update on program approvals. Chair Fontenot reminded the Commission that staff approved these updates administratively and course approvals were being shared for informational purposes only.

Under Report from Staff, Dr. Tremblay informed the Commission of his pending retirement. Commission members thanked Dr. Tremblay for his service and wished him well in retirement.

Ms. Marabella updated the Commission on the efforts to fill the two vacancies on the Commission. She also gave a status report on the digitalization of the student records from closed schools.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, March 12, 2019, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned at 11:04 a.m.

APPENDIX A
GUESTS

Elyse Davis

Burks Medical Training, LLC

Joanne Haas

Professional Laser Training, LLC

Dr. Michael Haas

Professional Laser Training, LLC

Jason Rollins

Moore Career College

Danna Steech

Burks Medical Training, LLC

Michael Thompson

Moore Career College

Patricia Wilton

LA Department of Justice

Agenda Item IV.

Executive Summary

Senate Resolution 103 (SR 103) of the 2018 Regular Session urged and requested the Board of Regents “to report information ... regarding students admitted to public postsecondary four-year institutions who did not meet the Board’s minimum admissions standards.” SR 103 further requested that “where available, information be reported ...by admission standard not met, by institution, and by any known exception classification such as athletics, band, or performing arts, and include a comparison of retention, completion, and graduation rates of students who failed to meet admissions standards compared to those who met admission standards be provided”.

Attached is the staff draft of the response to SR 103 which includes an Executive Summary of the report on pages four and five.

**RESPONSE TO SENATE RESOLUTION 103
OF THE 2018 REGULAR SESSION
OF THE LOUISIANA LEGISLATURE**

LOUISIANA BOARD OF REGENTS



January 2019

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REGENTS

Kim Hunter Reed, Ph.D.
Commissioner of Higher Education

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EXECUTIVE SUMMARY

In response to Senate Resolution 103 (SR 103) of the 2018 Regular Session, the Board of Regents examined and reported data regarding students admitted to public postsecondary four-year institutions who did not meet the board's minimum admissions standards.

The Board established minimum admission criteria, including admissions exceptions in 2001. Regents has tightened that policy over the last 13 years, reducing the number of students allowed to be admitted by exception. Currently of the more than 22,000 freshman admitted to public colleges and universities in Louisiana each year, just over 1000 students or 5.3% are admitted by exception.

The report addresses three specific questions — Who was admitted by exception? What academic requirement(s) triggered that exception and what do we know about the academic performance of those students?

For analysis purposes, the Regents used combined Fall 2016/17 data on degree-seeking entering students to build sufficient sample size, especially at the campus level, and combined Fall 2010/11 degree-seeking cohorts for a comparison of graduation rates of exceptions versus regularly admitted students.

To profile students admitted by exception, the report focuses on descriptive factors: gender, race/ethnicity, and residency. Though a higher percentage of the regular admits were female (58%), a greater percentage of the exceptions were male (54%) in every institution tier. The racial background of students admitted by exception was as follows: white students made up the highest percentage of both the regular admits (59%) and the exceptions (45%); black students made up a greater percentage of the exceptions (37%) than the regular admits (26%); and Hispanic students made up 6% of both the exceptions and regular admits. Examining residence, the majority of students admitted by exception were from Louisiana (76%), as were the regular admits (88%), while 19% were from out of state and 5% were international students.

The profile also examines the three main elements of the minimum admission standards – completion of the BoR Core curriculum, Core GPA, and ACT Composite score. Completion of the Core (which is identical to the TOPS Core and the TOPS-University path to graduation for Louisiana high schools) is a mandatory requirement, so it is not surprising that 67% of the exceptions, overall (and 77-78% of the exceptions at the Flagship and Statewide institutions) met the Core requirement. Minimum standards also require either a Core GPA or an ACT Composite. Many students meet both standards, while others do not, but the numbers in the tables are not mutually exclusive, i.e., a student who did not meet the Core GPA was not necessarily admitted by exception for that reason. It is not surprising that a greater percentage of students admitted by exception at the regional institutions *met* the Core GPA or ACT requirements, as the minima for that tier are a 2.0 Core GPA or an ACT Composite of 20.

The results of the comparisons on multiple performance measures (end-of-term GPA, fall-to-fall retention rates, and graduation rates) between those students regularly admitted and those admitted by exception were somewhat predictable: there is a direct relationship between student preparation and student performance. Based on every performance measure examined in the

response to SR 103, the student groups that gained regular admission (i.e., that met the Minimum Admission Standards) outperformed the groups admitted by exception. The smaller variances in the academic performance of students reported on athletic aid reflect the comprehensive student and academic support services generally more available to scholarship athletes. There are lessons for campuses to learn from the academic performance of supported student athletes to improve overall student outcomes.

Information is reported in an aggregate form by institution tier (Flagship, Statewide, Regional) since each tier has different minimum admissions standards and by the admission standard not met. The same information is presented by institution in tables included in Attachment B.

The Board remains engaged with questions regarding students admitted by exception in the context of its broader commitment to increase talent development in Louisiana, e.g., What is the impact of the policy on overall student access and success? What level of support is critical to increase academic outcomes? In September 2018 the Board approved an audit plan which will yield further information on the topic, and studies on performance variances within different elements of the minimum admission standards will continue to provide insight on this issue for the Board to utilize in considering any additional modifications to its policies.

INTRODUCTION

Senate Resolution 103 (SR 103) of the 2018 Regular Session urged and requested the Board of Regents “to report information to the Senate Committee on Education by February 15, 2019, regarding students admitted to public postsecondary four-year institutions who did not meet the Board’s minimum admissions standards.” SR 103 further requested that “where available, information be reported for the ten most recent years in an aggregate form by admission standard not met, by institution, and by any known exception classification such as athletics, band, or performing arts, and include a comparison of retention, completion, and graduation rates of students who failed to meet admissions standards compared to those who met admission standards be provided.” (See Attachment A.)

HISTORY OF ADMISSIONS STANDARDS AND EXCEPTIONS

Prior to 2005

A Constitutional Amendment in 1997 created the Louisiana Community and Technical College System (LCTCS). Prior to the creation of LCTCS, there were few public 2-year institutions in Louisiana, so public colleges and universities had to fulfill the roles of both 2-year and 4-year institutions, with few (LSU A&M, LA Tech) having admissions standards. With the development and expansion of open admission 2-year colleges under LCTCS (and LSU-Eunice and SU-Shreveport), the State of Louisiana had for the first time the opportunity to define and differentiate the role, scope and mission of its public postsecondary institutions and to establish minimum admissions standards to more clearly match student preparation and institutional expectations.

Per Article 8, Section 5 of the Louisiana Constitution, among the powers, duties, and responsibilities of the Board of Regents is the duty, “To formulate and make timely revision of a master plan for postsecondary education.” The Master Plan for Public Postsecondary Education: 2001 established “preparation expectations, to facilitate access for success, and to allow for the most efficient use of the state’s and the student’s resources.” 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 the Flagship Institution. The minimum standards were established by tier, beginning with open admissions at Community and Technical Colleges and gradually more stringent, with selective standards at the Regional, Statewide and Flagship Institutions.

The minimum admission standards developed as part of the 2001 Master Plan included different criteria for the three levels of institutions. The criteria included a required college-bound (Core) curriculum, a minimum overall high school Grade Point Average (GPA) and either a prescribed minimum score on the ACT Test or a minimum high school GPA or a prescribed minimum high school class rank. The most rigorous standards were established for the Flagship (LSU A&M), with less stringent standards for the Statewide (LA Tech, ULL, UNO) and Regional Institutions (remaining universities). In its adoption of these minimum standards, the Regents’ message was clear: these were minimum standards and the management boards were encouraged to consider more stringent standards. Understanding the challenge of the cultural transition to a selective

admissions environment and the need for campus flexibility in recruiting/admitting students with special talents, the Board allowed for exceptions for entering/transfer students of 15% for all campuses (10% minority and 5% majority).

The establishment of minimum admissions standards represented a culture change for the universities. Understanding the significance of this change, the Board adopted the standards in 2001 for the incoming class of 2005, allowing incoming high school students in 2001 their 4-years in high school to prepare, and providing the universities four years to adjust their recruitment/admissions processes. During that four-year interim, the Board of Regents contracted with Noel-Levitz, a nationally-recognized enrollment management firm, to work with each campus to develop and implement appropriate marketing and recruitment plans in light of the scheduled implementation of the admissions standards.

2005 to Present

Most campuses implemented the admissions criteria in fall 2005. The State's historically black colleges and universities (HBCUs) were allowed additional years to prepare for implementation of the standards as part of an earlier desegregation settlement agreement. Additionally, due to the large displacement of students, some of the campuses directly impacted by Hurricane Katrina were allowed to delay implementation until the spring 2006. Upon expiration of the desegregation settlement agreement in 2006, the percentage of allowable exceptions to the standards were adjusted downward and became differentiated by each tier: Flagship = 5%; Statewide = 7%; and Regional = 10%.

In response to ongoing interest of the Legislature, stakeholders, and the Regents for further differentiation of the admission classifications, and to address a general commitment to strengthening the "quality" of the institutions' incoming classes, the Regents continued to increase the minimum admissions standards and the many components within them. In 2010, the Regents amended its admissions criteria in several ways, with implementation to begin in Fall 2012:

- (1) Reduced the allowance for developmental courses needed from 1 to 0 for Statewide institutions (effective 2012) and Regional institutions (effective 2014);
- (2) Based the High School GPA criteria on the CORE courses (versus the overall High School GPA);
- (3) Removed high school class rank as a choice. Few universities used that measure in admissions decisions and many high schools had discontinued the practice of recording rank in class;
- (4) Based the number of allowed exceptions on a percentage of the total first-time enrollment from the previous fall; and
- (5) Lowered the exceptions levels for entering/transfer students at each tier: Flagship = 4%; Statewide = 6%; and Regional = 8%.

With regard to admissions exceptions, over a five-year period (2005-2010), the Board of Regents decreased the allowable exceptions twice from the original 2005 rate of 15%: 2006 = 5-7-10%, and 2010 = 4-6-8%.

Table 1. illustrates the changes in the admissions criteria from their initial implementation in 2005 to the present.

Table 1. Board of Regents' Minimum Admissions Criteria, 2005 and 2019

	2005	2019
<i>1 - HS Core</i>	Regent's Core: 17.5 Units	Regents' Core: 19 units (BESE's <i>TOPS University Curriculum</i>)
	AND	
<i>2 - HS GPA (Overall)</i>	2.0 at Flagship & Statewide	2.0 at any University
	AND	
<i>3 - Dvlptl Course Needed</i>	0 – Flagship ≤1 – Statewide ≤1 – Regional	0 – Flagship 0 – Statewide ≤1 – Regional
AND ONE of the FOLLOWING		
<i>4 - Pick <u>One</u>:</i>	HS GPA 3.0 – Flagship 2.5 – Statewide 2.0 – Regional	CORE GPA 3.0 – Flagship 2.5 – Statewide 2.0 – Regional
	ACT Comp 25 – Flagship 23 – Statewide 20 – Regional	ACT Comp 25 – Flagship 23 – Statewide 20 – Regional
	Rank in Class (determined later)	N/A (It was not a helpful indicator.)
<i>Exceptions Allowance</i>	15% of the entering Class	4% – Flagship % of previous 6% – Statewide Year's cohort: 8% – Regional

Flagship: LSU, Statewide: LA Tech, ULL, UNO

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

DATA LIMITATIONS AND DATA ANALYSIS

The purpose of this study is to “report information to the Senate Committee on Education by February 15, 2019, regarding students admitted to public postsecondary four-year institutions who did not meet the Board’s minimum admission standards policy.” Included, where available, is information “by any known exception classification such as athletes, band, or performing arts, and a comparison on retention, completion, and graduation rates of students who failed to meet admissions standards ... to those who met admissions standards....”

Data Limitations

Data limitation # 1 – Lack of historical student unit record data on exceptions.

As mentioned previously, the Board of Regents, in its 2001 Master Plan, adopted minimum admissions criteria, effective with the incoming class of 2005. During the early years of implementation (2006-2009), although the Board audited the allowable exceptions at the Flagship (5%), Statewide (7%) and Regional (10%) institutions, the Board's data systems did not include information on exceptions. Campuses submitted lists of individuals admitted by exception and Regents' auditors used the lists to audit student records at the campuses.

In 2010, the Legislature passed the GRAD Act which changed the focus of Regents' audits. Reports included three categories of measures: targeted, tracked, and descriptive. Institutions passed or failed GRAD Act annually based on their performance on the *targeted* measures. The number of students admitted by exception was reported by the campuses as a descriptive measure—self-reported and unaudited—with no bearing on whether a campus passed or failed GRAD Act. Regents auditing attention was focused on those targeted measures that determined GRAD Act success/failure. The Legislative Performance Auditors also focused their attention annually only on the targeted measures.

Data limitation # 2 – Lack of student level data on 'athletics, band, or performing arts'

The Board of Regents' Statewide Student Profile System (SSPS) does not contain information on student classification as requested in SR 103 (athletics, band, or performing arts). However, the Board of Regents does maintain its Financial Aid Data System (FADS) which provides some limited information related to these classifications. The FADS system specifications include codes for the various types of financial aid awards. The award codes have four fields: Source, Basis, Funding, and Award Type (Table 2.)

Table 2. Board of Regents FADS - Fund Type Codes*

Source	Basis
I = Institutional	T = Athletic
C = Campus-Based Government	M = Merit-Based (Academic)
F = Federal Government	P = Non-Athletic Talent-Based
S = TOPS, GO Grant	N = Need-Based
P = Other LA State Aid	O = Other (County, Honeywell employee)
O = Outside/other states	
E = Extra	

*Each institutional award reported in FADS is associated with a Fund Type Code -- a four-position code that is interpreted by the reporting campus.

Institutions have flexibility as to how different awards may be reported. Whereas athletes on athletic aid are reported under *Athletic*, the band, cheerleaders, flag team, team managers, etc. may be reported under Athletics by some campuses or as *Non-Athletic Talent-Based* by other campuses. In this analysis, there is a high probability that while athletes with athletic aid are included under Athletic, there may be many other non-athletes included in that number. Also, many athletes are awarded other types of aid (merit, need, etc.) that do not fall under the category

of Athletic, or are not identified in FADS. Therefore, any analysis regarding athletes is incomplete.

Data Limitation # 3 – Lack of specific data elements related to admissions criteria prior to 2015

In summer 2015, the Regents staff revised the specifications of SSPS to include an exceptions ‘flag’ (Y/N), as well as data fields on the primary indicators of the minimum admissions criteria (high school Core GPA, ACT sub-scores, and ACT/SAT scores). The (Y/N) flag for High School Core had previously been included in the SSPS. Together, these data allow the Board of Regents to undertake an in-house preliminary review of compliance with the admissions exceptions allowances, prior to audit visits. As with any major changes to reporting requirements, it takes time for institutions to ramp-up their own data systems, especially so late in the year; therefore, the 2015 additional information was incomplete. With the changes made to SSPS in 2015, unit record data for fall 2016 and fall 2017 are used in this analysis of the performance of students admitted by exception. To respond more fully to the request in SR 103 to include historical data, where available, Regents staff made a special request of the campuses to retroactively review data for fall 2010 and 2011 and identify those incoming students who were admitted by exception. These data are included in the graduation rate analysis.

Data Analysis

The main components of the Regents’ minimum admissions criteria are the completion of a Core curriculum, and either a minimum high school GPA on the Core or a minimum ACT Composite score. Generally, students admitted by exception fail to meet one or more of these criteria. Campuses in each of the three tiers (Flagship, Statewide, and Regional) have different minimum criteria. (See Table 1.) The Board of Regents is currently able to identify whether a student was admitted via exception (Y or N flag). It is not currently possible to discern the reason for the exceptional admit as many students fail to meet numerous criteria.

The initial step in the data analysis was to identify the study cohorts. The Regents had two primary cohorts of entering students to examine. As mentioned previously, the fall 2016 and 2017 cohorts were chosen to examine students admitted by exception. To provide sufficient numbers of students, especially at the campus level, the two cohorts were combined for analysis purposes. In order to provide some historical context, Regents also had exception indicators for students admitted in the fall 2010 and 2011 cohorts. For reasons cited above for the 2016 and 2017 cohorts, the 2010 and 2011 cohorts were combined for analysis. Since students can be admitted by exception for missing one or more of the required components, the cohorts were divided by ‘exceptions’ and ‘regular admits’ based on the campus reporting on the exceptions ‘flag’. Twenty-three (23) students admitted as “non-degree seeking” were excluded.

For ease of understanding and discussion, all analysis in the response narrative are presented by the statewide total and each of the three tiers: Flagship, Statewide and Regional. All table analyses in the narrative are included at the campus level in the Tables in Attachment B. Also, in addition to being presented by tier, the tables will be presented by the criteria (completion of the core curriculum, minimum high school Core GPA, minimum ACT Composite score).

The following section of this response will profile the 2016 and 2017 degree-seeking students admitted by exception. Following the profile of exceptions, the report will focus on performance of degree-seeking students admitted by exception and those who were regularly admitted. SR 103 requests that as part of the analysis, the report “include a comparison on retention, completion, and graduation rates of students who failed to meet admissions standards compared to those who met admissions standards.” The combined 2010 and 2011 cohorts will be analyzed to examine the differences in the graduation rates between those degree-seeking students admitted by exception and those regularly admitted. The combined 2016 and 2017 cohorts will be analyzed to examine the differences in the end-of-term GPA for those admitted by exception and those regularly admitted. In addition the 2016 cohort will be analyzed to examine the differences in the fall-to-fall retention rates for those degree-seeking students admitted by exception and those regularly admitted.

PROFILE OF STUDENTS ADMITTED BY EXCEPTION

Louisiana’s public universities admit between 1,100-1,200 students annually by exception. Table 3 displays the overall composition of the combined 2016/2017 entering classes. Of the 44, 220 degree-seeking students admitted, 2,348 (5.3%) were admitted by exception over the two year period. Of the 2,348 admitted by exception, 33 (1.4%) withdrew prior to the completion of the term compared to 292 (0.7%) of those regularly admitted students.

Table 3. Exceptions and Regular Admits, Fall 2016+2017

Tier	Admit by EXCEPTION			REGULAR Admit		
	E-Admit	W for Term	Term Count	R-Admit	W for Term	Term Count
Flagship	591	14	577	9,841	86	9,755
Statewide	529	5	524	11,251	67	11,184
Regional	1,228	14	1,214	20,780	139	20,641
Total	2,348	33	2,315	41,872	292	41,580

The balance of this profile of the degree-seeking students admitted by exception exclude the 33 students who withdrew and any students with a reported ‘blank’ or ‘0’ on the criteria being discussed.

Tables 4-6 display the overall composition of the combined entering classes by gender (4), race/ethnicity (5), and residency (6). Though a higher percentage of the regular admits were female (58%), a greater percentage of the exceptions were male (54%) in every tier. Reviewing the data by race, white students made up the highest percentage of both the regular admits (59%) and the exceptions (45%). A greater percentage of black students were admitted by exception compared to regular admission (37% and 26%), and Hispanic students were consistent in the percentage of exceptions and regular admits (6% in each category). Examining residence, the majority of students admitted by exception are from Louisiana (76%), 19% are from out of state and 5 % are international students.

Table 4. Gender of Exceptions and Regular Admits, Fall 2016+2017

Tier	Res	Admit by EXCEPTION		REGULAR Admit	
		Cohort	%	Cohort	%
Flagship	Female	256	43%	5,524	56%
	Male	335	57%	4,317	44%
	Total	591	100%	9,841	100%
Statewide	Female	224	42%	5,780	51%
	Male	305	58%	5,471	49%
	Total	529	100%	11,251	100%
Regional	Female	609	50%	13,031	63%
	Male	619	50%	7,749	37%
	Total	1,228	100%	20,780	100%
TOTAL	Female	1,089	46%	24,335	58%
	Male	1,259	54%	17,537	42%
TOTAL		2,348	100%	41,872	100%

Table 5. Race/Ethnicity of Exceptions and Regular Admits, Fall 2016+2017

Tier	Race/Ethnicity	Admit by EXCEPTION		REGULAR Admit	
		Cohort	%	Cohort	%
Flagship	Black	155	26%	1,179	12%
	White	329	56%	7,247	74%
	Hispanic	32	5%	613	6%
	Other	75	13%	802	8%
	Total	591	100%	9,841	100%
Statewide	Black	163	31%	1,915	17%
	White	236	45%	7,191	64%
	Hispanic	52	10%	866	8%
	Other	78	15%	1,279	11%
	Total	529	100%	11,251	100%
Regional	Black	562	46%	7,836	38%
	White	482	39%	10,108	49%
	Hispanic	49	4%	925	4%
	Other	135	11%	1,911	9%
	Total	1,228	100%	20,780	100%
TOTAL	Black	880	37%	10,930	26%
	White	1,047	45%	24,546	59%
	Hispanic	133	6%	2,404	6%
	Other	288	12%	3,992	10%
TOTAL		2,348	100%	41,872	100%

Table 6. Residency of Exceptions and Regular Admits, Fall 2016+2017

		Admit by EXCEPTION		REGULAR Admit	
Tier	Res	Cohort	%	Cohort	%
Flagship	In-State	365	62%	8,112	82%
	Out-of-State	187	32%	1,659	17%
	International	39	7%	70	1%
	Total	591	100%	9,841	100%
Statewide	In-State	424	80%	10,225	91%
	Out-of-State	83	16%	879	8%
	International	22	4%	147	1%
	Total	529	100%	11,251	100%
Regional	In-State	1,002	82%	18,397	89%
	Out-of-State	168	14%	1,862	9%
	International	58	5%	521	3%
	Total	1,228	100%	20,780	100%
TOTAL	In-State	1,791	76%	36,734	88%
	Out-of-State	438	19%	4,400	11%
	International	119	5%	738	2%
	TOTAL	2,348	100%	41,872	100%

Tables 7-9 examine the three primary components of the minimum admission standards: completion of the BoR Core, and either high school GPA on the Core (C-GPA) or ACT Composite score. The data in Tables 7-9 indicate the following about the students admitted by exception in Fall/2016 and Fall/2017. *

- Of the 591 total students admitted by exception to the Flagship in 2016-17, combined, most (537) did not have the minimum ACT score; 445 did not have the minimum C-GPA, and 135 did not have the BoR Core.
- Of the 529 students admitted by exception among the Statewide institutions, most (408) did not have the minimum ACT score; 253 did not have the C-GPA; and 114 did not have the BoR Core.
- Of the 1,228 students admitted by exception among the Regional institutions, more (646) did not have the minimum ACT score; 521 did not have the BoR Core; and 190 did not have the C-GPA.
- The smallest number of students (770, or 33% of the exceptions) did not meet the mandated completion of the Core, thus were only admissible by exception. The largest number of students (1,591, or 75% of the exceptions) did not meet the minimum ACT Composite score but could be admissible if they had the minimum Core GPA; 888 (43% of the exceptions) did not meet the minimum Core GPA.

Considering how long the Regents' minimum admission standards have been in place, it is surprising that the number of students admitted by exception who do not meet the standards persists, especially completion of the BoR high school Core curriculum. Further investigation is necessary to better understand these deficits, particularly among in-state applicants.

* The sum of students admitted by exception who did not meet individual criteria will exceed the total of students admitted by exception since the criteria include either/or provisions.

Table 7 examines whether degree-seeking students who were admitted by exception had completed the required high school Core curriculum. Seventy-eight percent (78%) of students admitted by exception at the Statewide institutions had completed the Core curriculum, compared to 77% at the Flagship and 57% at the Regional institutions. Overall, statewide, 67% of students admitted by exception had completed the core curriculum.

Table 7. Exceptions: BOR Core = Yes/No

Tier	Core = Yes		Core = No		Total
	Number	%	Number	%	
Flagship	442	77%	135	23%	577
Statewide	410	78%	114	22%	524
Regional	692	57%	521	43%	1,213
Total	1,544	67%	770	33%	2,314

Table 8 examines whether degree-seeking students who were admitted by exception earned the required minimum grade point average (GPA) on the Core high school curriculum. Eighty-two percent (82%) of students admitted by exception at the Regional institutions had earned the minimum required grade point average (GPA) on the Core high school curriculum, compared to 47% at the Statewide institutions and 17% at the Flagship. Overall, statewide, 57% of students admitted by exception had earned the required minimum grade point average (GPA) on the Core high school curriculum.

Table 8. Exceptions: Min HS Core GPA = 3.0, 2.5, 2.0

Tier	Min C-GPA = Y		Min C-GPA = N		Total
	Number	%	Number	%	
Flagship	91	17%	445	83%	536
Statewide	223	47%	253	53%	476
Regional	855	82%	190	18%	1,045
Total	1,169	57%	888	43%	2,057

Table 9 examines whether degree-seeking students who were admitted by exception earned the required minimum ACT Composite score. Forty-one percent (41%) of students admitted by exception at the Regional institutions had earned the minimum required ACT Composite score, compared to 16% at the Statewide institutions and 3% at the Flagship. Overall, statewide, 25% of students admitted by exception had earned the required minimum ACT Composite score.

Table 9. Exceptions: Min ACT Score = 25, 23, 20

Tier	Min ACT = Y		Min ACT = N		Total
	Number	%	Number	%	
Flagship	15	3%	537	97%	552
Statewide	78	16%	408	84%	486
Regional	440	41%	646	59%	1,086
Total	533	25%	1,591	75%	2,124

COMPARISON OF STUDENTS ADMITTED BY EXCEPTION AND REGULARLY-ADMITTED STUDENTS

As mentioned previously, SR 103 requests that the analysis “include a comparison on retention, completion, and graduation rates of students who failed to meet admissions standards compared to those who met admissions standards.” For comparative purposes, Regents added end-of-term GPA to the analysis. Each of the measures of student success (End-of-Term GPA, Fall-to-Fall Retention, Graduation Rates) are examined to compare the performance of students admitted by exception (regardless of reason) to those regularly admitted.

End-of-Term Grade Point Average (GPA)

Table 10 displays data on the performance of the combined fall 2016/2017 degree-seeking students admitted by exception and those regularly admitted measured by end-of-term grade point average (GPA). The largest variance in the end-of-term GPA between those admitted by exception and those regularly admitted occurred at the Flagship (0.8), followed by Regional (0.7) and Statewide (0.5). Overall, statewide, the variance in end-of-term GPA was 0.7 (2.7 end-of-term GPA for regular admitted students versus 2.0 for students admitted by exception).

Table 10. End-of-Term GPA Comparison, F2016 & F2017

	Regular-Admit,		Exception-Admit,		TOTAL, Combined	
Tier	Count	GPA	Count	GPA	Count	GPA
Flagship	9,755	2.9	577	2.1	10,332	2.8
Statewide	11,184	2.9	524	2.4	11,708	2.9
Regional	20,641	2.5	1,214	1.8	21,855	2.5
TOTAL	41,580	2.7	2,315	2.0	43,895	2.7

Note: for this comparison, students who Withdrew from the institution for the term were not included.

Fall-to-Fall Retention Rates

Table 11 displays data on the fall-to-fall retention rates of the fall 2016 degree-seeking students admitted by exception and those regularly admitted. (Fall/2017-Fall/2018 retention data will not be available until Spring/2019.) The largest variance in fall-to-fall retention rates occurred at the Regional institutions (17 percentage points), followed by the Flagship (12 percentage points) and Statewide (11 percentage points). Overall, statewide, the variance in fall-to-fall retention rates was 15 percentage points (82% retention rate for regular admitted students versus 67% for students admitted by exception).

Table 11. Retention of F/2016 Entering Class (Fall/2016 to Fall/2017)

	Regular-Admit, F2016			Exception-Admit, F 2016			Total FTF, F2016		
Tier	Count	Retained, F2017		Count	Retained, F2017		TOTAL	Retained, F2017	
Flagship	5,181	90%	4,658	311	78%	243	5,492	89%	4,901
Statewide	5,669	84%	4,763	246	73%	179	5,915	84%	4,942
Regional	10,078	76%	7,661	603	59%	353	10,681	75%	8,014
TOTAL	20,928	82%	17,082	1,160	67%	775	22,088	81%	17,857

Graduation Rates within 150% of Time

Table 12 displays data on the combined fall 2010/2011 degree-seeking students admitted by exception and those regularly admitted who graduated within 150% of time. In each of the three tiers (Flagship 72% vs. 49%, Statewide 52% vs. 29%, Regional 45% vs. 22%), the variance in the graduation rate in 150% of time was 23 percentage points. Overall, statewide, the variance in the 150% graduation rate was 22 percentage points (54% graduation rate for regular admitted students versus 32% for students admitted by exception).

Table 12. 2010 & 2011 Cohort Students, Graduated within 150% Time (First Award)

Tier	Regular-Admit 2010,11			Exception-Admit 2010,11			Total FTF F2010, 11		
	Count	Graduated		Count	Graduated		TOTAL	Graduated	
Flagship	9,939	72%	7,127	819	49%	401	10,758	70%	7,528
Statewide	10,168	52%	5,322	642	29%	183	10,810	51%	5,505
Regional	16,820	45%	7,604	1,242	22%	270	18,062	44%	7,874
TOTAL	36,927	54%	20,053	2,703	32%	854	39,630	53%	20,907

A BRIEF REVIEW OF PERFORMANCE OF ATHLETES AND OTHER TALENT

As discussed in the Data Limitations section of this report, the Board of Regents does not identify unit record data as athletes in its Statewide Student Profile System (SSPS). By merging the files from its Financial Aid Data System (FADS) with SSPS, the Regents can capture some data on those athletes that are on athletic aid. Unfortunately, many campuses report other aid recipients under the category of athletic aid and many athletes are on other types of aid (merit, need, etc.), or they have no aid at all.

Acknowledging the shortcomings of identifying and examining athletes and those with other talents, there are two types of performance measures that can be examined for fall 2016 incoming students in FADS: end-of-term GPA, and retention of fall 2016 students to fall 2017. It should be noted that of the 551 students reported in FADS as having 'non athletic talent-based' aid, only 26 (4.7%) were identified as being admitted by exception. Therefore, the 'non athletic talent-based' classification of aid was discarded from the analysis.

Table 13 displays data on the end-of-term GPA of the 2016 incoming degree-seeking students in FADS who were identified as being on athletic aid. The largest variance in the end-of-term GPA between those admitted by exception and those regularly admitted occurred at the Flagship (0.7), followed by Regional (0.5) and Statewide (0.4). Overall, the variance in end-of-term GPA was 0.5 (2.9 end-of-term GPA for regular admitted students versus 2.4 for students admitted by exception).

Table 13. Fall 2016 GPA Comparison: Students Receiving Aid as *Athletes*

Tier	Regular-Admit		Exception-Admit		TOTAL	
	Count	GPA	Count	GPA	Count	GPA
Flagship	141	2.9	45	2.2	186	2.7
Statewide	154	3.1	26	2.7	180	3.1
Regional	776	2.9	44	2.4	820	2.8
TOTAL	1,071	2.9	115	2.4	1,186	2.8

No Fall Term Status = W

Table 14 displays data on the fall-to-fall retention rates of the fall 2016 degree-seeking students in FADS who were identified as being on athletic aid. The largest variance in fall-to-fall retention rates between those admitted by exception and those regularly admitted occurred at the Regional institutions (7 percentage points), followed by the Flagship (4 percentage points). At the Statewide institutions, those reported on athletic aid and admitted by exception had a slightly higher retention rate (85%) than those regularly admitted students (84%). Overall, statewide, the variance in fall-to-fall retention rates of the fall 2016 degree-seeking students in FADS who were identified as being on athletic aid was 1 percentage point (82% retention rate for regular admitted students versus 81% for students admitted by exception).

Table 14. Fall/2016 to Fall/2017 Retention, Students Receiving Aid as *Athletes*

Tier	Regular-Admit		Exception-Admit		TOTAL	
	F16	Enrl F17	F16	Enrl F17	F2016	Enrl F17
Flagship	141	91%	45	87%	186	90%
Statewide	154	84%	26	85%	180	84%
Regional	776	80%	44	73%	820	80%
TOTAL	1,071	82%	115	81%	1,186	82%

Overall, the variance in the end-of-term GPA and the fall-to-fall retention rates was smaller for students reported to be on athletic aid than for all students.

Finally, Table 15 displays data on the combined fall 2010/2011 degree-seeking students in FADS (as “Athletes”) admitted by exception and those regularly admitted who graduated within 150% of time. In each of the three tiers (Flagship 74% vs. 44%, Statewide 59% vs. 47%, Regional 61% vs. 34%), the variance in the graduation rate in 150% of time ranged from 12 to 30 percentage points, with the smallest variance in the Statewide grouping (LA Tech, ULL, UNO). Overall, statewide, the variance in the 150% graduation rate was 21 percentage points (compared to a 22% variance for all students), and the graduation rate for Athletes is higher than the general population (61% vs 54% for regular admits, and 40% vs 32% for students admitted by exception).

Table 15. 2010 & 2011 Cohort Athletes, Graduated within 150% Time (First Award

	Regular-Admit 2010,11			Exception-Admit 2010,11			Total FTF F2010, 11613		
Tier	Count	Graduated		Count	Graduated		TOTAL	Graduated358	
Flagship	178	74%	131	103	44%	45	281	63%	176
Statewide	547	59%	323	75	47%	35	622	58%	358
Regional	942	61%	570	128	34%	43	1,070	57%	613
TOTAL	1,667	61%	1,024	306	40%	123	1,973	58%	1,147

SUMMARY AND CONCLUSIONS

Senate Resolution 103 (SR 103) of the 2018 Regular Session urged and requested that the Board of Regents report information to the Senate Committee on Education regarding students admitted by exception to public postsecondary four-year institutions. SR 103 further requested that, where available, information be reported by any known exception classification such as athletics, band, or performing arts, and include a comparison of retention, completion, and graduation rates of students who failed to meet admissions standards compared to those who met admission standards.

The results of the comparisons on multiple performance measures (end-of-term GPA, fall-to-fall retention rates, and graduation rates) between those students regularly admitted and those admitted by exception were not surprising. For the past two decades, the Board of Regents has conducted studies on performance with similar findings: there is a direct relationship between student preparation and student performance. Based on every performance measure examined in the response to SR 103, the student groups that gained regular admission (i.e., who met the Minimum Admission Standards) outperformed the groups admitted by exception, except for those students receiving aid as Athletes. The smaller variances for students reported on athletic aid reflects the comprehensive student and academic support services generally more available to scholarship athletes. There are lessons for campuses to learn from the academic performance of supported athletes.

The variances in performance by those regularly admitted and those admitted by exception are explained not by whether or not they were admitted by exception, but by their relative level of academic preparation. As evidence, Regents' staff examined the performance of students admitted with different ranges of high school core grade point average (3.0 to 3.49 vs. 3.5 to 4+) and ACT Composite scores (25 to 29 vs. 30 to 36), regardless of whether or not they were admitted by exception. As previous studies have indicated and the data in Table 16 demonstrate, those with a higher level of preparation outperform those less prepared for the academic rigors of college.

Table 16A. ALL Students, F2016+17, with a Strong (≥ 3.0) Core GPA

Tier	C-GPA 3-3.49		CGPA ≥ 3.5		CGPA 3.0+		ALL Core GPAs	
	Count	FGPA	Count	F-GPA	Count	F-GPA	Count	F-GPA
Flagship	2,906	2.4	6,582	3.1	9,488	2.9	10,234	2.8
Statewide	3,791	2.8	4,594	3.4	8,385	3.1	11,428	2.9
Regional	6,335	2.6	5,916	3.3	12,251	2.9	20,896	2.5
Total	13,032	2.6	17,092	3.2	30,124	3.0	42,558	2.7

Table 16B. ALL Students, F2016+17, with a Strong (≥ 25) ACT Score

Tier	ACT = 25-29		ACT ≥ 30		ACT 25-36		ALL ACT Scores	
	Count	FGPA	Count	F-GPA	Count	F-GPA	Count	F-GPA
Flagship	4,143	2.9	1,742	3.3	5,885	3.0	10,266	2.8
Statewide	3,599	3.1	1,019	3.4	4,618	3.1	11,514	2.9
Regional	3,298	3.0	542	3.5	3,840	3.1	21,230	2.5
Total	11,040	3.0	3,303	3.4	14,343	3.1	43,010	2.7

(Tables exclude students Withdrawn for the Term; No 0/Blank for ACT)

Campuses have an obligation to all their students. Institutions that admit and enroll students must provide the services necessary to allow all students, including students admitted by exception every opportunity to succeed. In August, 2017 staff recommended and Regents unanimously affirmed the current minimum admissions policy “unless and until there are indications that students admitted by exception are performing at near comparable levels to those students who meet the minimum standards.”

Looking Ahead – Audit Plan

In order to verify that institutions are adhering to the Board of Regents admission expectations policy, the Board voted to approve the “Proposed First-Time Freshman Admission Audit Plan” at its meeting on September 26, 2018.

This Audit Plan outlines the steps and estimated timeline of the audit, beginning when all institutions’ Fall 2018 SSPS data have completed the edit check and correction processes (by February-March 2019), and culminating with a Report of Findings by no later than the June 2019 Board of Regents’ meeting. This information will allow the Board to review findings, discuss the impact of the policy and make decisions regarding next steps in the context of their overall efforts to improve student outcomes and increase talent development.

Attachment A

2018 Regular Session

ENROLLED

SENATE RESOLUTION NO. 103
BY SENATOR WALSWORTH

A RESOLUTION

To urge and request the Board of Regents to report information to the Senate Committee on Education by February 15, 2019, regarding students admitted to public postsecondary four-year institutions who did not meet the board's minimum admission standards policy.

WHEREAS, studies consistently show that success in postsecondary education is highly related to the student's academic preparation; and

WHEREAS, academic success may also depend on the mission of the institution and certain student characteristics; and

WHEREAS, current law does not provide for minimum admission standards for entrance into the state's postsecondary four-year institutions; and

WHEREAS, the Board of Regents has a policy for minimum admission standards based upon the mission of the institution; and

WHEREAS, it is the goal of the Louisiana Senate to enact laws to help more of the state's citizens participate in and complete some form of postsecondary education in order to obtain the skills needed to meet the workforce demands of the state.

THEREFORE, BE IT RESOLVED that the Senate of the Legislature of Louisiana does hereby urge and request the Board of Regents to report information to the Senate Committee on Education by February 15, 2019, regarding students admitted to public postsecondary four-year institutions who did not meet the board's minimum admission standards policy.

BE IT FURTHER RESOLVED that, where available, information be reported for the ten most recent years in an aggregate form by the admission standard not met, by institution, and by any known exception classification such as athletics, band, or performing arts, and include a comparison on retention, completion, and graduation rates of students who failed to meet admission standards compared to those who met admission standards be provided.

PRESIDENT OF THE SENATE

Attachment B: Campus-Level Tables

Exceptions (E-) and Regular (R-) Admits: Fall 2016+2017

Tier	Inst	Admit by EXCEPTION			REGULAR Admit		
		E-Admit	W Term	Term Count	R-Admit	W Term	Term Count
Flagship	LSU	591	14	577	9,841	86	9,755
Flagship Total		591	14	577	9,841	86	9,755
Statewide	LA Tech	165		165	3,767		3,767
	ULL	236	4	232	5,774	60	5,714
	UNO	128	1	127	1,710	7	1,703
Statewide Total		529	5	524	11,251	67	11,184
Regional	GSU	78		78	1,723	23	1,700
	LSUA	83		83	891	5	886
	LSUS	37		37	489	3	486
	McNeese	241	9	232	2,324	50	2,274
	Nicholls	158		158	2,201		2,201
	NSULA	152	4	148	2,862	25	2,837
	SLU	295		295	5,073		5,073
	SUBR	114		114	2,205		2,205
	SUNO	23		23	328		328
	ULM	47	1	46	2,684	33	2,651
Regional Total		1,228	14	1,214	20,780	139	20,641
TOTAL		2,348	33	2,315	41,872	292	41,580

(Table 3)

Students who withdrew during their initial Fall semester are not included in the tables reflecting GPA performance; they are included in the retention and graduation tables because they could have enrolled in a subsequent semester.

**Completed the Board of Regents (HS) Core Curriculum,
Fall 2016+2017 Admits**

Tier	Inst	Exception-Admit WITH CORE			Regular Admit WITH CORE			TOTAL
		Number	%	Total E	Number	%	Total R	
Flagship	LSU	442	77%	577	9,396	96%	9,755	10,332
Flagship Total		442	77%	577	9,396	96%	9,755	10,332
Statewide	LA Tech	126	76%	165	3,426	91%	3,767	3,932
	ULL	208	90%	232	5,438	95%	5,714	5,946
	UNO	76	60%	127	1,307	77%	1,703	1,830
Statewide Total		410	78%	524	10,171	91%	11,184	11,708
Regional	GSU	37	47%	78	1,548	91%	1,700	1,778
	LSUA	36	43%	83	812	92%	886	969
	LSUS	32	86%	37	437	90%	486	523
	McNeese	199	86%	231	2,190	96%	2,272	2,503
	Nicholls	62	39%	158	2,148	98%	2,201	2,359
	NSULA	84	57%	148	2,486	88%	2,837	2,985
	SLU	180	61%	295	4,942	97%	5,073	5,368
	SUBR	32	28%	114	1,254	57%	2,205	2,319
	SUNO	10	43%	23	216	66%	328	351
	ULM	20	43%	46	2,381	90%	2,651	2,697
Regional Total		692	57%	1,213	18,414	89%	20,639	21,852
TOTAL		1,544	67%	2,314	37,981	91%	41,578	43,892

No 0/Blank for Core

(Table 7)

**Met the Minimum (HS) Core GPA Requirement for the Tier (3.0, 2.5, 2.0),
Fall 2016+2017 Admits**

Tier	Inst	Exception-Admit WITH \geq C-GPA			Regular Admit WITH \geq C-GPA			TOTAL
		Number	%	Total E	Number	%	Total R	
Flagship	LSU	91	17%	536	9,397	97%	9,698	10,234
Flagship Total		91	17%	536	9,397	97%	9,698	10,234
Statewide	LA Tech	78	56%	140	3,674	98%	3,732	3,872
	ULL	127	55%	229	5,519	97%	5,713	5,942
	UNO	18	17%	107	1,430	95%	1,507	1,614
Statewide Total		223	47%	476	10,623	97%	10,952	11,428
Regional	GSU	36	53%	68	1,231	94%	1,309	1,377
	LSUA	45	79%	57	865	99%	878	935
	LSUS	11	35%	31	228	48%	471	502
	McNeese	218	97%	225	2,146	100%	2,147	2,372
	Nicholls	106	78%	136	2,140	99%	2,155	2,291
	NSULA	104	88%	118	2,751	99%	2,767	2,885
	SLU	216	86%	251	4,985	100%	4,987	5,238
	SUBR	65	66%	98	2,144	98%	2,193	2,291
	SUNO	11	65%	17	310	98%	316	333
	ULM	43	98%	44	2,624	100%	2,628	2,672
Regional Total		855	82%	1,045	19,424	98%	19,851	20,896
TOTAL		1,169	57%	2,057	39,444	97%	40,501	43,892

No 0/Blank for Core GPA

(Table 8)

**Met the Minimum ACT Composite Requirement for the Tier (25, 23, 20),
Fall 2016+2017 Admits**

Tier	Inst	Exception Admit WITH \geq ACT			Regular Admit WITH \geq ACT			TOTAL
		Number	%	Total E	Number	%	Total R	
Flagship	LSU	15	3%	552	5,870	60%	9,714	10,266
Flagship Total		15	3%	552	5,870	60%	9,714	10,266
Statewide	LA Tech	42	30%	142	2,641	71%	3,740	3,882
	ULL	26	11%	231	3,610	63%	5,706	5,937
	UNO	10	9%	113	806	51%	1,582	1,695
Statewide Total		78	16%	486	7,057	64%	11,028	11,514
Regional	GSU	6	15%	41	485	32%	1,504	1,545
	LSUA	12	21%	58	538	63%	856	914
	LSUS	19	53%	36	409	86%	476	512
	McNeese	100	44%	226	1,909	86%	2,212	2,438
	Nicholls	70	45%	154	1,734	80%	2,176	2,330
	NSULA	20	16%	122	2,056	75%	2,753	2,875
	SLU	177	65%	273	3,645	73%	5,008	5,281
	SUBR	18	16%	110	919	42%	2,198	2,308
	SUNO	2	9%	23	53	16%	328	351
	ULM	16	37%	43	2,115	80%	2,633	2,676
Regional Total		440	41%	1,086	13,863	69%	20,144	21,230
TOTAL		1,235	58%	2,124	33,604	82%	40,886	43,010

No 0/Blank for ACT Composite

(Table 9)

**End-of-Term GPA Comparison, Regular Admit v Admit by Exception,
Fall 2016 & 2017, Combined**

Tier	Exception Admit		Regular Admit		TOTAL, Combined	
	Count	F-GPA	Count	F-GPA	Count	F-GPA
LSU	577	2.1	9,755	2.9	10,332	2.8
Flagship	577	2.1	9,755	2.9	10,332	2.8
LA Tech	165	2.5	3,767	3.0	3,932	3.0
ULL	232	2.6	5,714	2.9	5,946	2.9
UNO	127	2.0	1,703	2.7	1,830	2.7
Statewide	524	2.4	11,184	2.9	11,708	2.9
GSU	78	1.8	1,700	2.4	1,778	2.3
LSUA	83	1.9	886	2.5	969	2.4
LSUS	37	1.9	486	2.7	523	2.6
McNeese	232	1.8	2,274	2.5	2,506	2.5
Nicholls	158	1.9	2,201	2.6	2,359	2.5
NSULA	148	1.9	2,837	2.7	2,985	2.7
SLU	295	1.9	5,073	2.5	5,368	2.5
SUBR	114	1.6	2,205	2.1	2,319	2.1
SUNO	23	1.2	328	1.7	351	1.7
ULM	46	2.3	2,651	2.9	2,697	2.9
Regional	1,214	1.8	20,641	2.5	21,855	2.5
TOTAL	2,315	2.0	41,580	2.7	43,895	2.7

No Fall Term Status = W

(Table 10)

**F2016 to F2017 Retention, Regular Admit v Admit by Exception
(Fall 2016 Admits)**

	Regular-Admit, F2016		Exception-Admit, F2016		Total FTF, F2016	
Tier	Count	Enrolled, F2017	Count	Enrolled, F2017	TOTAL	Enrolled, F2017
LSU	5,181	90% 4,658	311	78% 243	5,492	89% 4,901
Flagship	5,181	90% 4,658	311	78% 243	5,492	89% 4,901
LA Tech	1,956	87% 1,698	57	70% 40	2,013	86% 1,738
ULL	2,913	85% 2,477	113	81% 91	3,026	85% 2,568
UNO	800	74% 588	76	63% 48	876	73% 636
Statewide	5,669	84% 4,763	246	73% 179	5,915	84% 4,942
GSU	844	71% 597	32	66% 21	876	71% 618
LSUA	477	67% 320	39	46% 18	516	66% 338
LSUS	232	71% 164	12	50% 6	244	70% 170
McNeese	1,086	77% 832	158	57% 90	1,244	74% 922
Nicholls	1,053	83% 870	86	66% 57	1,139	81% 927
NSULA	1,396	79% 1,102	62	60% 37	1,458	78% 1,139
SLU	2,493	75% 1,880	125	55% 69	2,618	74% 1,949
SUBR	1,011	72% 724	60	55% 33	1,071	71% 757
SUNO	137	60% 82	8	88% 7	145	61% 89
ULM	1,349	81% 1,090	21	71% 15	1,370	81% 1,105
Regional	10,078	76% 7,661	603	59% 353	10,681	75% 8,014
TOTAL	20,928	82% 17,082	1,160	67% 775	22,088	81% 17,857

(Table 11)

**2010+2011 Fall Cohort Graduates -- First Award, within 150% of Time,
Regular Admit v Admit by Exception**

	Regular-Admit			Exception-Admit			Total FTF -- 2010, 11		
Tier	Count	Graduated		Count	Graduated		TOTAL	Graduated	
LSU	9,939	72%	7,127	819	49%	401	10,758	70%	7,528
Flagship	9,939	72%	7,127	819	49%	401	10,758	70%	7,528
LA Tech	2,992	60%	1,795	115	31%	36	3,107	59%	1,831
ULL	5,330	52%	2,783	309	34%	106	5,639	51%	2,889
UNO	1,846	40%	744	218	19%	41	2,064	38%	785
Statewide	10,168	52%	5,322	642	29%	183	10,810	51%	5,505
GSU	1,244	39%	482	205	25%	52	1,449	37%	534
LSUA	537	29%	157	53	21%	11	590	28%	168
LSUS	606	42%	256	43	21%	9	649	41%	265
McNeese	2,502	46%	1,146	96	25%	24	2,598	45%	1,170
Nicholls	1,909	54%	1,036	124	30%	37	2,033	53%	1,073
NSULA	2,034	45%	925	178	17%	30	2,212	43%	955
SLU	4,490	47%	2,113	224	18%	40	4,714	46%	2,153
SUBR	1,504	34%	509	195	26%	50	1,699	33%	559
ULM	1,994	49%	980	124	14%	17	2,118	47%	997
Regional	16,820	45%	7,604	1,242	22%	270	18,062	44%	7,874
TOTAL	36,927	54%	20,053	2,703	32%	854	39,630	53%	20,907

(Table 12)