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**BOARD OF REGENTS**

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**PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING**

**June 19, 2019 • 11:40 a.m.**

Thomas Jefferson Room 1-136  
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. Initial License
      - a. Southern New Hampshire University
    2. License Renewals
      - a. DeVry University
  - B. State Authorization Reciprocity Agreement (SARA) Institutional Renewals
    1. Franciscan Missionaries of Our Lady University
    2. Louisiana College
    3. New Orleans Baptist Theological Seminary
  - C. Proprietary Schools Advisory Commission
    1. Initial Licenses
      - a. Ben D. Johnson Educational Center, Inc.
      - b. Holmes Healthcare Training Center Corporation
      - c. Instructors for Life, LLC
    2. License Renewals
      - a. Academy of Acadiana, Inc. (03/22/06)
      - b. Aesthetic Laser Institute, LLC (03/23/16)
      - c. At-Home Professions (04/22/99)
      - d. Baton Rouge Dental Assistant Academy (03/26/14)
      - e. Blue Cliff College--Houma (03/24/05)
      - f. Blue Cliff College--Metairie (03/23/00)
      - g. Blue Cliff College--Metairie, Satellite Campus (03/23/11)
      - h. Coastal College--Lafayette (04/23/98)
      - i. Coastal College--Monroe (03/28/96)
      - j. Delta College of Arts & Technology--Lafayette Branch (03/24/05)
      - k. Goodwill Industries of Southeastern Louisiana, Inc. (03/25/15)
      - l. Healthcare & More of NELA, LLC (03/21/12)

- m. Lenora School of Phlebotomy (04/28/94)
- n. Louisiana Culinary Institute (03/27/03)
- o. Pilut Healthcare Training Institute (03/21/18)
- p. Precision Development Center (03/21/18)
- q. Saint Christopher College (03/20/17)
- r. Tulsa Welding School & Technology Center (03/25/15)
- s. Unitech Training Academy (04/24/97)
- t. Unitech Training Academy--Houma (03/22/06)
- u. Universal Technical Institute--Florida Branch (04/23/98)
- v. Universal Technical Institute of Texas, Inc. (04/03/85)

IV. Admissions Audit

V. AA 2.18 Placement Report, Fall 2018

VI. Other Business

VII. Adjournment

Committee Members: Claudia Adley, Chair, Sonia Pérez, Vice Chair, Blake David, Randy Ewing, Robert Levy, Charles McDonald, Wilbert Pryor, Gerald Theunissen
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## **Agenda Item III.A.1.a.**

### **Southern New Hampshire University Manchester, New Hampshire**

#### BACKGROUND

Southern New Hampshire University (SNHU) is not incorporated in the State of Louisiana. The institution is a private, nonprofit university in the state of New Hampshire and is seeking its initial license in Louisiana. Since its founding in 1932, the University has transformed from a school of accounting and secretarial science into an institution offering over 200 programs including business, education, liberal arts, and social sciences. An early pioneer in online education, SNHU serves students in all 50 states and in 137 countries currently enrolling over 90,000 online students. The institution is accredited by the New England Commission of Higher Education (NECHE).

#### ACADEMIC PROGRAM

SNHU offers a variety of online undergraduate (certificate, associate and bachelors) and graduate (masters) programs to Louisiana residents. Typically, the online nature of the delivery system would not require licensure. The institution is seeking authorization in Louisiana based on their recent merger with LRNG, a non-profit organization which works with local partners to provide wraparound support services for students.

#### FACULTY

SHNU employs over 4700 faculty to support its online education programs. Of the total faculty, 96% are on a part-time basis and 4616 are trained at the masters and doctoral levels.

#### FACILITIES

Since SNHU operates programs online with administrative and academic support in Manchester, there are no out-of-state physical facilities in Louisiana.

#### STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve an initial operating license for Southern New Hampshire University, located in Manchester, New Hampshire.

## **Agenda Item III.A.2.a.**

### **DeVry University Naperville, Illinois**

#### BACKGROUND

DeVry University (DeVry) is not incorporated in the State of Louisiana. The institution, originally opened in 1931 in Chicago, Illinois, is a private university with its online administrative offices headquartered in Naperville, IL. The institution has over 45 campus locations throughout the country and offers both hybrid and completely online degree programs. DeVry is accredited by the Higher Learning Commission (HLC) and is seeking license renewal.

#### ACADEMIC PROGRAM

DeVry offers a wide variety of undergraduate and selected graduate programs. The institution is renewing its license to offer its accredited Associate of Applied Science and Bachelor of Science programs in Health Information Management (HIM) to Louisiana residents. Typically the online nature of the delivery system would not require licensure. However, because the two programs above require clinical experiences, licensure is necessary. DeVry reported 182 Louisiana students enrolled in their online programs in fall 2018.

#### FACULTY

DeVry employs 1140 faculty to support its online programs, 562 trained at the doctoral level and 578 at the master's level.

#### FACILITIES

Since DeVry operates programs online with administrative and academic support in Naperville, there are no out-of-state physical facilities in Louisiana. Students complete clinical experiences at various healthcare sites in Louisiana.

#### STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic program's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve the application for license renewal from DeVry University, located in Naperville, Illinois.

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**Minutes**  
**Board of Regents' Proprietary Schools Advisory Commission**  
**May 14, 2019**

The Louisiana Board of Regents' Proprietary Schools Advisory Commission met on Tuesday, May 14, 2019, at 10:03 a.m., in Room 1-190 of the Claiborne Building, Baton Rouge. Chair Fontenot called the meeting to order and the roll was called.

**Commission Members Present**

Sherrie Despino  
James Dorris  
James Fontenot, Chair  
Theresa Hay  
Carmen Million  
Mary Lou Potter

**Staff Members Present**

Nancy Beall  
Chandra Cheatham  
Kristi Kron  
Carol Marabella  
Dr. Uma Subramanian

**Commission Members Absent**

Melanie Amrhein, Vice Chair  
Raymond Lalonde

**Guests Present**

(See Appendix A.)

The first item of business was the approval of the minutes from its meeting of March 12, 2019.

**On motion of Ms. Potter, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously adopted the minutes of the March 12, 2019 Proprietary Schools Advisory Commission meeting.**

The next agenda item considered by the Commission was three initial license applications, the first from the Ben D. Johnson Educational Center, Inc., located in Natchitoches, Louisiana, and represented by the school's Executive Director, Ms. Dallas Russell, and Board Chairman, Ms. Claire Prymus. Ms. Marabella reviewed the materials for the Commission noting that this nonprofit corporation's mission is centered on food service based social enterprise. The proposed Legacy Foodservice and Hospitality Training Program will play a vital role in fulfilling that goal. The 520.0 clock hour certificate program is designed to offer employment opportunities for out of school and out of work youth between the ages of 16 and 24 that reside in Natchitoches Parish. The Ben D. Johnson Educational Center, Inc., had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the components of the proposed program, the basis of the curriculum development, the background of the Ben D. Johnson Educational Center, entrance requirements, the engagement of community partnerships to encourage GED attainment while students are enrolled in the training program, student recruitment strategies, the availability of job placement assistance and anticipated starting salaries for graduates, the offering of tuition assistance through grants and scholarships, and the certifications awarded upon successful completion of the program,

**On motion of Mr. Dorris, seconded by Ms. Million, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for the Ben D. Johnson Educational Center, Inc., located in Natchitoches, Louisiana.**

The second initial license application considered by the Commission was from Holmes Healthcare Training Center Corp., located in Harahan, Louisiana, and represented by the school's owner, Ms. Ebony N. Holmes. Ms. Kron reviewed the materials for the Commission members, informing them that the institution would be offering one program of study, Certified Nursing Assistant, which is a three-week, 80.0 clock hour program (inclusive of both classroom and clinical experience). The program has received the required approval from the Department of Health, Health Standards Section. Holmes Healthcare Training Center Corp. had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the owner's background and reasons for opening a school, the current demand for CNAs and potential starting salaries, marketing and recruitment strategies, opportunities for graduates to transition to other allied health training programs, and the owner's ability to have the necessary resources to finance the business operations of the school,

**On motion of Ms. Potter, seconded by Ms. Hay, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Holmes Healthcare Training Center Corp., located in Harahan, Louisiana.**

The third and final initial license application considered by the Commission was from Instructors for Life, LLC, located in Tallulah, Louisiana, and represented by the school's owner, Ms. Annie M. Puckett. Ms. Kron reviewed the materials for the Commission members,

informing them that the institution would be offering one program of study, Certified Nursing Assistant, which is a five-week, 82.0 clock hour program (inclusive of both classroom and clinical experience). The program has received the required approval from the Department of Health, Health Standards Section. Instructors for Life, LLC, had met all the legal and administrative requirements to be approved for an initial license.

Following further discussion regarding the owner’s professional background, recruitment strategies, school-provided transportation for students, plans to utilize a standardized entrance exam, the availability of payment plans for students, the established need for CNAs in northeast Louisiana, and competition within the market area,

**On motion of Ms. Hay, seconded by Mr. Dorris, the Proprietary Schools Advisory Commission unanimously recommends that the Board of Regents approve an initial operating license for Instructors for Life, LLC, located in Tallulah, Louisiana.**

The next agenda item considered by the Commission was operating license renewals. Ms. Marabella informed the Commission members that there were twenty-two (22) 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. Million, seconded by Ms. Potter, 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, Inc. (03/22/06)**
- Aesthetic Laser Institute, LLC (03/23/16)**
- At-Home Professions (04/22/99)**
- Baton Rouge Dental Assistant Academy (03/26/14)**



**Blue Cliff College--Houma (03/24/05)**  
**Blue Cliff College--Metairie (03/23/00)**  
**Blue Cliff College--Metairie, Satellite Campus (03/23/11)**  
**Coastal College--Lafayette (04/23/98)**  
**Coastal College--Monroe (03/28/96)**  
**Delta College of Arts & Technology--Lafayette Branch (03/24/05)**  
**Goodwill Industries of Southeastern Louisiana, Inc. (03/25/15)**  
**Healthcare & More of NELA, LLC (03/21/12)**  
**Lenora School of Phlebotomy (04/28/94)**  
**Louisiana Culinary Institute (03/27/03)**  
**Pilut Healthcare Training Institute (03/21/18)**  
**Precision Development Center (03/21/18)**  
**Saint Christopher College (03/20/17)**  
**Tulsa Welding School & Technology Center (03/25/15)**  
**Unitech Training Academy (04/24/97)**  
**Unitech Training Academy--Houma (03/22/06)**  
**Universal Technical Institute--Florida Branch (04/23/98)**  
**Universal Technical Institute of Texas, Inc. (04/03/85)**

Ms. Marabella informed the Commission that there were seven institutions that chose not to renew their licenses this renewal cycle: Delta School of Business and Technology (05/06/80), Louisiana Medical Certifications, LLC (03/23/16), Mid City College (03/25/15), Pet Grooming Academy of Louisiana (03/21/12), Raymond Career College (03/26/14), Southeast Academy of Dental Assisting (03/20/17), and Workforce Career & Technical College (03/23/16). 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, Ms. Marabella gave a project report on the digitalization of the student records from closed proprietary schools.

The next meeting of the Proprietary Schools Advisory Commission is scheduled for Tuesday, July 9, 2019, at 10:00 a.m., in Room 1-190 of the Claiborne Building. There being no further business, the meeting adjourned 10:58 a.m.

**APPENDIX A  
GUESTS**

Ebony Holmes	Holmes Healthcare Training Center Corp.
Claire Prymus	Ben D. Johnson Educational Center
Annie Puckett	Instructors for Life, LLC
Brian Puckett	Instructors for Life, LLC
Dallas Russell	Ben D. Johnson Educational Center

## **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 their in-state institutions and renews their membership annually. Approved SARA member institutions may offer distance education programs in other SARA member states without additional authorization.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 1, 2014. Since then, 25 Louisiana institutions have joined SARA. Institutions must renew with NC-SARA annually in order to maintain their membership.

Three institutions (Franciscan Missionaries of Our Lady University, Louisiana College and New Orleans Baptist Theological Seminary) have submitted SARA renewal applications. Regents' staff have reviewed the renewal applications and determined that they meet all requirements for continuing their membership in SARA.

Senior staff recommends that the Planning, Research & Performance Committee approve the Renewal Applications for Institutional Participation in SARA for Franciscan Missionaries of Our Lady University, Louisiana College and New Orleans Baptist Theological Seminary, and authorize staff to submit the approved applications to NC-SARA for final approval of SARA membership renewal.

**PRP Committee, Agenda Item IV**  
**FALL 2018 ADMISSIONS AUDIT**

**BACKGROUND INFORMATION**

The Board of Regents' Minimum Admission Standards were outlined in the 2001 Master Plan for Higher Education with the goal of providing opportunity for student success by matching student preparation with institutional expectations. Prior to 2005, when the Master Plan minimum standards went into effect, Louisiana universities mostly operated as open admission institutions because there were limited community college options available to students and the universities had to essentially assume both roles. The 1997 constitutional amendment forming the LCTCS and the subsequent rise and expansion of community and technical college opportunities made it possible for universities to focus more on providing college-level work and shepherding students to graduation. Over the years since the Master Plan was published, Regents have sponsored and coordinated statewide high school and university preparation activities for the implementation of minimum standards, and the staff (including LOSFA) have continued to provide support to high schools and campuses throughout implementation. Presentations and handouts have been careful to emphasize that the BoR standards were the *minimum*, and that individual institutions could adopt additional, more specific or rigorous requirements for admission – so students were encouraged to check with the specific institution for additional information.

Today (and since 2010), the BoR's minimum standards have four basic elements:

- Completion of the 19-unit BoR Core (which mirrors the TOPS Core and the HS Core for graduation with a TOPS-University Diploma);  
AND
- Minimum GPA on that BoR Core of 3.0 (flagship), 2.5 (statewide), or 2.0 (regional); OR
- Minimum ACT Composite of 25 (flagship), 23 (statewide), or 20 (regional);  
AND
- English ACT 18 (as low as 15, with support) & Math ACT 19 (as low as 16, with support).
- Exception allowances were set as a percentage of the entering Freshman class, at 4% (flagship) 6% (statewide) and 8% (regional universities).

In 2015, in response to university requests that the Regents consider increasing the allowable exceptions to allow for a more holistic admission process, the Board instructed staff to review the allowances to ascertain the policy's effectiveness and whether there should be adjustments to the percentages of exceptions allowed. A review of the Fall 2015 and Fall 2016 class performance, reported to the BoR in August 2017, noted the lower 1<sup>st</sup> Fall semester GPA and Fall-to-Fall retention rates of students admitted as exceptions compared to those who met the minimum standards. The Board decided to:

Retain the exception minimums at their present levels (Flagship – 4%, Statewide – 6%, Regional – 8%) – unless and until there are indications that students admitted by exception are performing at comparable levels as those students who met the minimum admissions standards.

During the 2018 Legislative Session, SR 103 asked the BoR to report to the Senate regarding students admitted to public universities who did not meet the Board's minimum admission standards policy, and the Board asked that staff conduct an audit of First-Time Freshman (FTF) Admissions. The Audit Plan was approved by the Board in September 2018 for a report in June 2019, and the response to SR 103 was presented and endorsed in January 2019. The response compared end-of-Fall term GPA, and Fall-to-Fall persistence/retention of the 2016 and 2017 FTF cohorts, and graduation rates of the 2010 and 2011 FTF cohorts. The report noted that,

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 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 previous studies have indicated and the data ... demonstrate, those with a higher level of preparation outperform those less prepared for the academic rigors of college.

The summary report of the Fall 2018 FTF Admissions Audit follows.

### Fall 2018 Admissions Audit Summary

This audit was conducted to review admissions exception data within the Statewide Student Profile System (SSPS) submission for the Fall 2018 semester to determine universities' compliance with the Board of Regents' *Minimum Admissions Standards for First-Time Freshman* and the *Supplement to the Minimum Admission Standards for 4-Year Universities*. The review was limited to only those fields that are essential to make a final admissions decision:

1. Regents Core Curriculum Flag – Students are required to complete 19 units of the Regents core curriculum. The Regents Core is equal to the TOPS Core and the HS University Prep Core.
2. Regents Core Grade Point Average (GPA)
3. Overall High School GPA
4. Admissions Composite Test Score
5. English Placement Score
6. Math Placement Score
7. Admitted by Exception Flag – Indication of whether a student met the minimum criteria.

### Institutional Research Report

Below is a summary of IR's report on exceptions and additional possible students who appeared to have not met admissions criteria. If the Fall 2018 SSPS data submitted was accurate, this would be a good indicator of the risk of whether an institution had exceeded its allowable exception threshold.

<b>Allowance: F-4%, S-6%, R-8%</b>	<b>Self-Reported Exceptions</b>		<b>IR Identified Possible Exceptions</b>		<b>Total FTF</b>	<b>Pre-Audit Risk Rate</b>
<b>LSU</b>	435	7.5%	38	0.6%	5,816	8.1%
<b>LA Tech</b>	54	2.5%	56	2.6%	2,161	5.1%
<b>UL -Lafayette *</b>	142	4.8%	46	1.5%	2,978	6.3%
<b>UNO</b>	43	4.3%	108	10.7%	1,009	15.0%
<b>LSUA</b>	18	4.1%	12	2.7%	444	6.8%
<b>LSUS</b>	11	3.8%	5	1.7%	291	5.5%
<b>Grambling</b>	44	4.8%	20	2.2%	912	7.0%
<b>McNeese</b>	89	6.5%	3	0.2%	1,363	6.7%
<b>Nicholls</b>	17	1.3%	7	0.5%	1,296	1.9%
<b>Northwestern</b>	87	5.8%	32	2.1%	1,511	7.9%
<b>Southeastern *</b>	90	3.3%	16	0.6%	2,739	3.9%
<b>Southern</b>	32	2.4%	37	2.8%	1,339	5.2%
<b>SUNO *</b>	11	5.5%	42	21.0%	200	26.5%
<b>UL - Monroe *</b>	13	1.0%	20	1.5%	1,305	2.5%
<b>TOTAL COUNTS</b>	<b>1,086</b>	<b>4.1%</b>	<b>442</b>	<b>3.6%</b>	<b>23,364</b>	<b>7.7%</b>

\* Total FTF for Fall 2017

## Audit Selection

According to the IR report above, the four universities in yellow were at risk of exceeding the exception allowance and were selected for audit. Additionally, LSU-Shreveport, Southern University and A&M and Northwestern State University were selected for review because their original SSPS submission contained inaccurate data. Lastly, Grambling State University was selected based on procedural inconsistencies identified previously.

## Audit Results Summary

LSU exceeded the admissions policy in its allowance for exceptions. Four campuses (LSUS, NSULA, SUBR, and ULL) did not appear to have exceeded the allowable exceptions and should be asked to correct data and resubmit the Fall 2018 SSPS report. Three campuses (Grambling, SUNO, and UNO) had data errors that were significant in the sample to the degree that a determination cannot be confidently made regarding their admissions exceptions.

## Audit Results

Institutions	Sample Size Tested	Data Error Types						
		Regents Core Flag	CORE GPA	HS GPA	Test Score Composite	English Subscore	Math Subscore	Total Error Count
<b>LSU A&amp;M (Count)</b>	38	10	3	3	0	0	1	17
<i>% of sample</i>	100%	26%	8%	8%	0%	0%	3%	

### Louisiana State University

LSU's self-reported exceptions rate for Fall 2018 was approximately 7.5%. During this review, auditors found three of the 38 students tested did not meet regular admissions criteria and should have been reported as exceptions to the admissions policy. The three additional exceptions did not materially change LSU's exception rate of 7.5%, which exceeds the 4% allowable percentage under the Regents' policy. Additionally, audit found LSU data errors in the Regents Core Flag reporting field and Grade Point Averages. This appears to be caused by an error in the degree audit programming for high school graduation, and partial high school transcript evaluations.

**Recommendation:** LSU should correct and resubmit the Fall 2018 SSPS data by 10 July 2019; actions concerning noncompliance with the allowance for exceptions should be a Board decision.

Institutions	Sample Size Tested	Data Error Types						
		Regents Core Flag	CORE GPA	HS GPA	Test Score Composite	English Subscore	Math Subscore	Total Error Count
<b>LSUS (Count)</b>	15	0	0	0	0	2	2	4
<i>% of sample</i>	100%	0%	0%	0%	0%	13%	13%	
<b>NSULA</b>	16	0	0	11	0	0	0	11
	100%	0%	0%	69%	0%	0%	0%	
<b>SUBR</b>	25	1	1	0	1	2	7	12
	100%	4%	4%	0%	4%	8%	28%	
<b>ULL</b>	46	29	20	23	1	3	3	79
	100%	63%	43%	50%	2%	7%	7%	

### Louisiana State University at Shreveport

LSUS' original SSPS submission for Fall 2018 contained inaccurate data in the High School GPA field, and the BoR's IR department assisted LSUS in correcting and resubmitting that data prior to this review. Regents' Audit and Compliance reviewed the resubmission and found errors in the placement score fields: LSUS did not report final (best) placement scores in the submission due to a programming error.

### **Northwestern State University**

NSULA's original submission contained inaccurate data in the Regents' Core Flag field, and BoR/IR assisted in correcting and resubmitting that data prior to this review. The Audit and Compliance review of the resubmission found errors in the High School GPA reporting field.

### **Southern University and A&M**

SUBR's original submission contained inaccurate data in the Regents' Core Flag field and BoR/IR assisted in correcting and resubmitting that data prior to this review. The Audit and Compliance review of the resubmission found errors in reporting placement scores, possibly due to a programming error.

### **University of Louisiana at Lafayette**

Data errors were found in the Regents' Core Flag, High School GPA, Core GPA, and Placement score fields. It appears these reporting errors were caused by programming errors and the timing of the file review process performed to resolve final data discrepancies. Additionally, first-time freshman admitted as exceptions in Summer 2018 were not reported as such in Fall 2018. Summer FTF in the Fall cohort should be reported as exceptions if the exception reason is not cleared in the summer term; however, the additional exceptions should not cause ULL to exceed the 6% exception threshold. If the exception rate is exceeded after the correction, BoR/Audit & Compliance will bring it to the Board's attention.

**Recommendation:** LSUS, NSULA, SUBR and ULL should correct and resubmit the Fall 2018 SSPS data by 10 July 2019.

<b>Institutions</b>	<b>Sample Size Tested</b>	<b>Data Error Types</b>						
		<b>Regents Core Flag</b>	<b>CORE GPA</b>	<b>HS GPA</b>	<b>Test Score Composite</b>	<b>English Subscore</b>	<b>Math Subscore</b>	<b>Total Error Count</b>
<b>GSU</b> (Count)	59	32	57	23	5	1	1	119
% of sample	100%	54%	97%	39%	8%	2%	2%	
<b>SUNO</b>	42	24	27	18	4	1	1	75
	100%	57%	64%	43%	10%	2%	2%	
<b>UNO</b>	108	80	74	63	5	2	3	227
	100%	74%	69%	58%	5%	2%	3%	

Audit & Compliance was unable to determine an exception rate for GSU, SUNO, or UNO because of significant data errors in the sample data. In addition to significant data errors, it appears that Regents' policies have been misinterpreted or incorrectly applied when making admissions decisions.

### **Grambling State University**

GSU's Fall 2018 SSPS data errors appear to be caused by staff turnover, missing supporting documentation, inaccurate transcript evaluations, misreporting final (e.g., higher Accuplacer) placement scores, use of outdated ACT/SAT concordance tables and inconsistent admissions procedures.

### **Southern University at New Orleans**

SUNO's Fall 2018 SSPS data errors appear to be caused by missing supporting documentation, inaccurate transcript evaluations, misreporting test scores, turnover, and inconsistent admissions procedures.

### **University of New Orleans**

UNO's Fall 2018 SSPS data errors appear to be caused by missing or inaccurate supporting documentation, inaccurate transcript evaluations, and inconsistent admissions procedures.

**Recommendations:** GSU, SUNO, and UNO should proceed as follows:

- Immediately revise admissions procedures to ensure compliance with Regents' policies;
- Conduct training to ensure new procedures will be followed for the Fall 2019 reporting cycle; and
- Review and correct any necessary records for the Fall 2019 cohort.

Since an exception percentage could not be determined, Audit and Compliance will audit Grambling, SUNO and UNO after the Fall 2019 submission. BoR staff will clarify reporting specifications and admissions policies, and staff will provide training on transcript evaluations, admissions policies and reporting specifications.

### **STAFF RECOMMENDATION**

The Senior Staff recommend that the Planning, Research & Performance Committee receive the Fall 2018 Admissions Audit Report.



## PRP Committee, Agenda Item V

### REPORT on ACADEMIC AFFAIRS POLICY 2.18 -- FALL 2018 IMPLEMENTATION *MINIMUM REQUIREMENTS for ENTRY-LEVEL, COLLEGE-LEVEL MATHEMATICS and ENGLISH*

#### BACKGROUND INFORMATION

In April 2016, after four years of pilot efforts and two statewide conferences on developmental education and co-requisite delivery, the Board of Regents approved revisions to the AcAf 2.18 Placement Policy to allow enrollment in a college-level math or English course with a 1-point deficit in the 19 ACT Math (M-ACT) or 2-point deficit in the 18 ACT English subscore, provided students were also enrolled in a 1-3 hour co-requisite support component.

At the December 2017 Board Meeting, in response to national emphasis on co-requisite delivery and requests from institutions for more flexibility in admission and placement, the Board approved another revision. On another pilot basis, the 2017 policy allows a campus to place students in college level courses with up to a 3-point deficit from the minimum scores, with the understanding that students' success would be monitored closely. While not actually changing the minimum placement scores or admission standards, the policy revision allows an institution to consider additional indicators for entry level college math and English and to determine whether it could provide the co-requisite support needed for the student to succeed.

The December policy revision recognized several points:

- While using the ACT subscore as a placement measure is efficient, it provides limited information on student readiness and should be used with other factors to determine whether a student needs accompanying support.
- Several forms of co-requisite support services could be provided, and the institution enrolling underprepared students is expected to provide the co-requisite or supplemental support necessary for these students to be successful.
- Not all students meeting minimum ACT subscores are ready to begin in courses that apply to their major; the scores are not suitable measures of readiness for every entry-level course, for every major.
- Final placement should correlate with a 50% probability of making at least a "B" in the course, or 75% probability of making at least a "C" grade.

The revised policy requires that the actual placement scores be reported for new and first-time freshman students. With approval of the pilot, staff promised to monitor student success and provide results to the Board in Spring 2020, as well as an assessment of the impact and recommendations regarding the pilot. Regents requested more frequent progress reports, starting in Spring 2019, and advised that if student progress was not evident, the pilot could be terminated, either for specific campuses or statewide.

#### STAFF SUMMARY

Using the Student Profile data submitted for Fall/2018, staff created a database of 30,782 entering freshmen, including admission and placement test scores, high school data, and their course enrollments and performance. Placement scores were normalized to ACT equivalent measures based on the BoR concordance and placement tables. The dataset excluded students with placement scores reported as "0".

#### Fall 2018 Freshmen Enrolled with <18 English or <19 Math Scores Reported (excluding 0)

Count		ENGLISH Placement		MATH Placement	
		Engl < 18	% <18	Math < 19	% <19
<b>Flagship</b>	5,804	98	2%	406	7%
<b>Statewide</b>	5,886	175	3%	685	12%
<b>Regional</b>	11,297	1,513	13%	3,874	34%
<b>2-Yr</b>	7,795	4,278	55%	5,808	72%
<b>TOTAL</b>	<b>30,782</b>	<b>6,064</b>	<b>20%</b>	<b>10,773</b>	<b>35%</b>

Analysis was restricted to performance of students enrolled in a set of five introductory freshman courses on the Master Articulation Matrix: English Composition; Contemporary Math; Applied Algebra; Finite Math; and College Algebra.

- The review focused on students with ACT English scores <18 or Math <19, the minimum scores for placement in the policy, as well as students with ACT Math scores of 19-21.
- “Passing” a course was determined to mean earning a grade of A, B, or C, since a DFW or I-grade does not correlate well with preparation for or success in a second, related course.
- Though the placement policy states that students should have a 75% chance of completing a course with at least a C-grade, for purposes of this one-semester review a 60% pass rate was used as a preliminary indicator of success in the pilot.

The data suggests that many institutions embraced the opportunity to expand their co-requisite efforts, particularly in math, and enroll students who would not have been admissible prior to the pilot.

**Numbers of Enrollments in 1 of 5 Entry-level English/Math Courses, F2017 and F2018**

	ENGLISH <18		MATH <19	
	F2017	F2018	F2017	F2018
<b>Flagship</b>	15	65	97	331
<b>Statewide</b>	94	84	251	309
<b>Regional</b>	649	619	1,025	1,513
<b>2-Yr</b>	287	421	265	197
<b>TOTAL</b>	<b>1,045</b>	<b>1,189</b>	<b>1,638</b>	<b>2,350</b>

**ENGLISH**

The dataset for English included those 1,189 students with placement scores of <18 who had enrolled in CENL 1013 (English Composition I) in the Fall 2018 semester. Of those students, 65% passed the course with a grade of C or better. (Results are also included from Fall 2017 to add perspective.)

**English 1013 Performance: English ACT < 18**

	Fall 2018		Fall 2017	
	Count	% Pass	Count	% Pass
<b>Flagship</b>	65	83%	15	80%
<b>Statewide</b>	84	76%	94	84%
<b>Regional</b>	619	63%	649	63%
<b>2-Yr</b>	421	62%	287	58%
<b>TOTAL</b>	<b>1,189</b>	<b>65%</b>	<b>1,045</b>	<b>64%</b>

Eight institutions, listed below, did not meet the 60% pass-rate threshold in English in Fall/2018 for the entering students who enrolled with less than the minimum English score for placement. Those with less than 10 students reported in either the total enrollment or number with grades of C or better are displayed as “<10”.

**<60% Pass (ABC) in English 1301: English ACT <18**

Institution	Count	# Pass	% Pass
McNeese	86	50	58%
SOWELA	<10	<10	56%
Nunez	<10	<10	56%
Delgado	227	126	56%
BPCC	13	<10	54%
Grambling	27	14	52%
SUNO	49	24	49%
Nicholls	<10	<10	25%

## MATHEMATICS

Four courses were included in the dataset as entry-level mathematics, so the analysis of student performance is a little more complicated than for English. In Fall 2017, a total of 1,638 students with scores below the 19 M-ACT policy minimum were enrolled in one of four gateway math courses with co-requisite support. In Fall 2018, campuses enrolled 712 (or 43%) more students with less than the 19 Math score than in Fall 2017. Of the 2,350 students in the Fall, 1,386 (or 59%) passed their first college-level math course.

F2018	Math ACT <19			Math ACT 19-20		
	Count	Pass (ABC)	%	Count	Pass (ABC)	%
<b>Overall</b>						
Flagship	331	170	51%	509	311	61%
Statewide	309	226	73%	482	331	69%
Regional	1,513	901	60%	1,296	764	59%
2-Yr	197	89	45%	449	208	46%
<b>TOTAL</b>	<b>2,350</b>	<b>1,386</b>	<b>59%</b>	<b>2,736</b>	<b>1,614</b>	<b>59%</b>

The national benchmark for mathematics is M-ACT of 22, primarily focusing on the potential for success in college algebra. The minimum math score in AcAf 2.18 was set at M-ACT 19 in 2008 based on an ACT study of student performance in entry level math courses. The policy allows an institution to determine final placement requirements for individual courses, and it recommends greater than M-ACT 20 for college algebra. Though college algebra had traditionally been the gateway (first) math course in undergraduate curricula, it has also been an unnecessary barrier course for many students, so AcAf 2.16, the BoR's General Education Policy, was revised in 2012 to eliminate the designation of college algebra as the lowest level General Education course in mathematics.

Organizations such as Education Commission of the States and Complete College America have, for years, urged campuses to develop "math pathways" that are more aligned with the chosen major. Data suggests that first-year student success in math correlates strongly with persistence and completion, so some experts advise guiding weaker math students to success in a credit-bearing gateway course even if it does not directly apply to their major. While college algebra is a foundation course for Calculus and most STEM or analytical fields, three of the four math courses considered entry-level are more geared to liberal arts, humanities and social science applications.

Performance in each of the four mathematics courses follows. The policy allows institutions to enroll students with less than M-ACT 19 as long as they also provide co-requisite support to promote student learning. Institutions were advised that success would be monitored closely. In consideration of the placement recommendations for math in the policy, the data includes success rates of students with less than the minimum cutscore (M-ACT 19) and those with M-ACT 19-20.

**Contemporary Mathematics (CMAT 1103)** provides an introduction to a variety of topics in contemporary math, which may include probability and statistics, elementary number theory, finance theory, graph theory, and numeracy in the real world.

	Math ACT <19		Math ACT 19-20	
	Count	% Pass	Count	% Pass
Flagship	67	87%	66	89%
Statewide	36	92%	21	90%
Regional	79	78%	123	79%
2-Yr	17	41%	28	50%
<b>TOTAL</b>	<b>199</b>	<b>80%</b>	<b>238</b>	<b>79%</b>

Three institutions, listed below, did not meet the 60% pass-rate threshold in Contemporary Math for the entering students who enrolled with math placement scores in one or both of the two groups. The most successful institutions were LSU (133 students, 88% passed) and UNO (49 students, 90% passed.)

**<60% Pass (ABC) in Contemporary Math, Fall 2018**

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
Delgado	16	44%	22	50%
LSUS	<10	44%	<10	100%
Nicholls	<10	56%	86	85%

**Applied Algebra (CMAT 1203)** emphasizes applications involving solving equations and inequalities, function properties and graphs, and linear, quadratic, polynomial, exponential and logarithmic functions. It is not a pre-calculus course.

**Performance in Applied Algebra (CMAT 1203)**

	Math ACT <19		Math ACT 19-20	
	Count	% Pass	Count	% Pass
Statewide	255	74%	429	69%
Regional	276	49%	47	55%
2-Yr	12	58%	38	58%
<b>TOTAL</b>	<b>543</b>	<b>61%</b>	<b>514</b>	<b>67%</b>

*(The Flagship does not offer Applied Algebra.)*

Two institutions, listed below, did not meet the 60% pass-rate threshold in Applied Algebra for the entering students who enrolled with math placement scores in one or both of the two groups. The most successful institutions were UNO (268 students, 81% passed) and UL Lafayette (414 students, 64% passed.)

**<60% Pass (ABC) in Applied Algebra, Fall 2018**

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
ULM	249	48%	44	57%
LSUE	11	55%	33	61%
SUNO	27	56%	<10	33%

**Finite Math (CMAT 1313)** addresses systems of linear equations, matrices, and matrix algebra; linear inequalities; linear programming; counting techniques (permutations and combinations); probability; an introduction to statistics; and basic concepts in financial mathematics. Of the 394 freshmen in this study who enrolled in Finite Math, 341 (or 87%) were at Southeastern, and their pass rate was 64% for the 208 with Math ACT <19, and 69% for the 133 students with 19-20 Math ACT scores.

**Performance in Finite Math (CMAT 1313)**

	Math ACT <19		Math ACT 19-20	
	Count	% Pass	Count	% Pass
Statewide	13	31%	1	0
Regional	210	66%	163	70%
2-Yr	3	33%	4	50%
<b>TOTAL</b>	<b>226</b>	<b>64%</b>	<b>168</b>	<b>69%</b>

*(The Flagship does not offer Applied Algebra.)*

**<60% Pass (ABC) in Finite Math, Fall 2018**

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
LA Tech	13	31%	1	0
NTCC	3	33%	3	33%

**College Algebra (CMAT 1213)** covers in-depth treatment of solving equations and inequalities; function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; and systems of equations.

**Performance in College Algebra (CMAT 1213)**

	Math ACT <19		Math ACT 19-20	
	Count	% Pass	Count	% Pass
Flagship	264	42%	443	57%
Statewide	5	20%	31	58%
Regional	948	60%	963	55%
2-Yr	165	45%	379	45%
<b>TOTAL</b>	<b>1,382</b>	<b>54%</b>	<b>1,816</b>	<b>53%</b>

For placement in college algebra, BoR policy recommends that a student have a Math ACT >20, but the minimum placement score remains at 19 unless the student is provided co-requisite support in some fashion. In Fall 2018, campuses enrolled 466 more students with M-ACT <19 than in Fall 2017, with the increases found in the flagship (+192) and regional (+342) sectors. At the same time, though the overall enrollment was down by 1 student among those with M-ACT of 19-20, enrollments in this group increased in the flagship (+59) and the statewide (+11) institutions.

Of the 24 institutions that enrolled students in college algebra with a Math ACT of less than 21, only four reported at least 60% of the students in both data groups as passing the course.

**≥60% Pass (ABC) in College Algebra: M-ACT <21**

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
GSU	37	84%	61	82%
Nicholls	20	70%	83	71%
LSUA	199	61%	41	68%
LDCC	30	60%	13	85%
UNO	0	-	<10	100%

However, the 20 institutions, listed below, did not meet the 60% pass-rate threshold in college algebra for the entering students who enrolled with math placement scores in one or both of the two data groups. (Those groups that did meet the threshold are recognized through italics and a gray color.)

**<60% Pass (ABC) in College Algebra: M-ACT <21**

Institution	M-ACT <19		M-ACT 19-20	
	Count	% Pass	Count	% Pass
ULL	<10	0%	<10	63%
SLU	<10	0%	208	38%
LSUE	<10	11%	38	34%
Delgado	23	13%	10	40%
BRCC	11	18%	106	38%
Nunez	<10	20%	10	40%
ULM	30	23%	108	55%
LSUS	42	29%	27	70%
La Tech	<10	33%	20	50%
Northshore	<10	33%	10	30%
SUNO	11	36%	6	33%
RPCC	10	40%	25	32%
SUBR	194	41%	115	57%
LSU	264	42%	443	57%
SLCC	25	56%	52	69%
McNeese	81	58%	142	46%
BPCC	17	59%	42	43%
Fletcher	27	59%	28	50%
NSULA	328	76%	172	59%
SOWELA	<10	80%	45	42%

## STAFF ANALYSIS

This initial progress report considers only one semester (Fall 2018) of data, but co-requisite delivery for students at or slightly below the placement threshold has been a campus option in Louisiana for several years. The early results are not encouraging, particularly in college algebra which remains a gateway course on many campuses. It is apparent that some institutions may have been too aggressive in enrolling students who require additional support than they were able to serve effectively. Data from the Spring 2019 semester will likely be similar, but campuses could initiate and implement student-centered change for the upcoming Fall semester, the results of which would be reflected in a subsequent analysis in Spring 2020.

Other states have equivalent or lower minimum placement scores than Louisiana but better short- and long-term results due to the systemic implementation of proven co-requisite and other student support models, as well as revisions to math and English curricula and pathways. Students who successfully complete a college level math and English course in their first year of study, including those students who need support in these courses, are known to be more likely to ultimately graduate. Louisiana has taken steps to clear the path for innovation in this area, including the 2012 addition of math options besides college algebra as the required general education math, the 2013 implementation of a co-requisite option for developmental math and English, and last year's lowering of minimum placement scores allowing a multiple-measures option for college math and English placement. However, not enough has been done.

A faculty-driven, best-practice informed approach to improving entry-level math and English performance outcomes could make the difference for Louisiana students at risk of dropping out and adding to the number of citizens with some college and no degree. Louisiana institutions that have successfully implemented some of these strategies can serve as leaders for statewide improvements. In line with the strategies for increasing the state's attainment goal in the new Master Plan, Board of Regents staff will work with systems and campuses to learn from successful programs and provide information and access to resources that can support these efforts throughout the state.

Staff shared the draft report and data with campuses with a request for input and information about existing activities geared toward improving student outcomes:

1. With so many students starting off in College Algebra, what is being done to review and update math requirements, to establish math pathways that align with the major?
2. What co-requisite support is provided? Describe co-requisite options and how student participation is monitored and evaluated, or expectations are adjusted.
3. What plans are underway to prepare for the Fall 2019 entering class?

Replies were received from nearly all universities (LA Tech, McNeese, NSULA, and UNO did not respond), and from half (7) of the 14 two-year institutions including BRCC, CLTCC, Delgado, LSUE, SLCC, SOWELA, and SUSLA. The most common strategies campuses reporting using are co-requisite models; supplemental student support through mentors, tutoring, and intrusive advising; and alternative math pathways, especially non-College Algebra Gen-Ed math options for non-STEM majors. Several campuses indicated plans to evaluate and address their math and English pathways, co-requisite models and other student support systems through faculty convenings and campus-based task forces. For continued participation in the pilot, campuses that did not reach 60% C or better passage for students with placement scores below the minimum will be required to submit management board-approved action plans detailing how they will improve student support and student outcomes for the upcoming academic year.

The Board of Regents will continue to connect with campuses about successful models around our state and the country, and to leverage those resources to provide support to campuses that need it. Dr. Tristan Denley, a nationally recognized advocate for and expert in major-driven math courses and pathways, is giving a math pathways presentation to the Board, followed by a workshop for Louisiana institutions on June 20, 2019. Additional convenings, partnerships, and information sharing will be critical to ensuring college access for Louisiana students, while also ensuring policies and practices are in place to support student success.

## STAFF RECOMMENDATION

***The Senior staff recommend that the Planning, Research & Performance Committee recommend continuation of the statewide placement pilot currently in place for Academic Affairs Policy 2.18 with deeper engagement with campuses in an attempt to improve student results. Each institution with passage rates (grades of C or better) below 60 percent must submit a management board approved action plan for improving student outcomes by September 15 for Fall 2019 implementation. After Fall 2019 results are received in Spring 2020, staff will report updated outcome information on the success of the pilot and its impact on student performance and make recommendations for action.***

Attachment: Data, listed by Pass Rates and by Institution

FALL 2018 - Pass Rates in Entry Level Math -- SSPS Placement Study (Apr'19)

CMAT 1103 CONTEMPORARY MATH				CMAT 1103			
ACT MATH2 Math <19				ACT MATH2 Math 19-20			
Inst Name	A,B,C		Total	Inst Name	A,B,C		Total
	%	Count	Count		%	Count	Count
BRCC	0%		1	BRCC	33%	1	3
Delgado	44%	7	16	LSUA	50%	1	2
LSUS	44%	4	9	RPCC	50%	1	2
Nicholls	56%	5	9	McNeese	50%	1	2
<b>Grand Total</b>	<b>80%</b>	<b>160</b>	<b>199</b>	Delgado	50%	11	22
LSU	87%	58	67	NSULA	61%	17	28
NSULA	87%	53	61	<b>Grand Total</b>	<b>79%</b>	<b>189</b>	<b>238</b>
UNO	90%	27	30	Nicholls	85%	73	86
La Tech	100%	6	6	LSU	89%	59	66
				UNO	89%	17	19
				Fletcher	100%	1	1
				La Tech	100%	2	2
				ULM	100%	2	2
				LSUS	100%	3	3

CMAT 1203 APPLIED ALGEBRA				CMAT 1203			
ACT MATH2 Math <19				ACT MATH2 Math 19-20			
Inst Name	A,B,C		Total	Inst Name	A,B,C		Total
	%	Count	Count		%	Count	Count
ULM	48%	120	249	Delgado	25%	1	4
LSUE	55%	6	11	SUNO	33%	1	3
SUNO	56%	15	27	ULM	57%	25	44
<b>Grand Total</b>	<b>61%</b>	<b>330</b>	<b>543</b>	LSUE	61%	20	33
ULL	64%	68	107	ULL	64%	196	307
UNO	81%	120	148	<b>Grand Total</b>	<b>67%</b>	<b>342</b>	<b>514</b>
BPCC	100%	1	1	UNO	80%	96	120
				BPCC	100%	1	1
				La Tech	100%	2	2

CMAT 1213 COLLEGE ALGEBRA				CMAT 1213			
ACT MATH2 Math <19				ACT MATH2 Math 19-20			
Inst Name	A,B,C		Total	Inst Name	A,B,C		Total
	%	Count	Count		%	Count	Count
ULL	0%		2	NTCC	30%	3	10
SLU	0%		6	RPCC	32%	8	25
LSUE	11%	1	9	SUNO	33%	2	6
Delgado	13%	3	23	LSUE	34%	13	38
BRCC	18%	2	11	SLU	38%	78	208
Nunez	20%	1	5	BRCC	38%	40	106
ULM	23%	7	30	Nunez	40%	4	10
LSUS	29%	12	42	Delgado	40%	4	10
La Tech	33%	1	3	SOWELA	42%	19	45
NTCC	33%	1	3	BPCC	43%	18	42
SUNO	36%	4	11	McNeese	46%	66	142
RPCC	40%	4	10	La Tech	50%	10	20
SUBR	41%	79	194	Fletcher	50%	14	28
LSU	42%	112	264	<b>Grand Total</b>	<b>53%</b>	<b>967</b>	<b>1,816</b>
<b>Grand Total</b>	<b>54%</b>	<b>752</b>	<b>1,382</b>	ULM	55%	59	108
SLCC	56%	14	25	SUBR	57%	65	115
McNeese	58%	47	81	LSU	57%	252	443
BPCC	59%	10	17	NSULA	59%	101	172
FTCC	59%	16	27	ULL	63%	5	8
LDCC	60%	18	30	LSUA	68%	28	41
LSUA	61%	121	199	SLCC	69%	36	52
Nicholls	70%	14	20	LSUS	70%	19	27
NSULA	76%	250	328	Nicholls	71%	59	83
SOWELA	80%	4	5	GSU	82%	50	61
GSU	84%	31	37	LDCC	85%	11	13
				UNO	100%	3	3



F2018 - Entry-level Math (cont'd)

<b>CMAT 1313 FINITE MATHEMATICS</b>				<b>CMAT 1313</b>			
ACT MATH2 Math <19				ACT MATH2 Math 19-20			
Inst Name	A,B,C		Total	Inst Name	A,B,C		Total
	%	Count	Count		%	Count	Count
La Tech	31%	4	13	La Tech	0%		1
NTCC	33%	1	3	NTCC	33%	1	3
<b>Grand Total</b>	<b>64%</b>	<b>144</b>	<b>226</b>	SLU	68%	91	133
SLU	66%	137	208	<b>Grand Total</b>	<b>69%</b>	<b>116</b>	<b>168</b>
NSULA	100%	2	2	McNeese	75%	6	8
				NSULA	77%	17	22
				BPCC	100%	1	1

FALL 2018 - Pass Rates in **Entry Level ENGL** -- SSPS Placement Study (Apr'19)

Fall18, <18 w- Eng Grades			
<b>CENL 1013</b>	<b>Pass, ABC</b>		<b>Total</b>
<b>Inst Name</b>	<b>Count</b>	<b>%</b>	<b>Count</b>
ULM	51	86%	59
UNO	31	84%	37
LSUS	54	83%	65
LSLUE	12	80%	15
SLCC	53	78%	68
NSULA	51	74%	69
BRCC	35	71%	49
ULL	27	71%	38
LSUS	12	71%	17
NTCC	2	67%	3
La Tech	6	67%	9
LDCC	5	63%	8
SUBR	134	61%	218
RPCC	11	61%	18
LSUA	55	61%	90
McNeese	50	58%	86
SOWELA	5	56%	9
Nunez	5	56%	9
Delgado	126	56%	227
BPCC	7	54%	13
GSU	14	52%	27
SUNO	24	49%	49
Nicholls	1	25%	4
<b>Grand Total</b>	<b>771</b>	<b>65%</b>	<b>1,189</b>

Source: Fall 2018, Campus SSPS Data reported to BoR

**FALL 2018 - Pass Rates in Entry Level Math -- SSPS Placement Study (Apr'19)**

[Institutions listed alphabetically.]

<b>CMAT 1103 CONTEMPORARY MATH</b>				<b>CMAT 1103</b>			
ACT: Math <19				ACT: Math 19-20			
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
BRCC	0%		1	BRCC	33%	1	3
Delgado	44%	7	16	Delgado	50%	11	22
<b>Grand Total</b>	<b>80%</b>	<b>160</b>	<b>199</b>	Fletcher	100%	1	1
La Tech	100%	6	6	<b>Grand Total</b>	<b>79%</b>	<b>189</b>	<b>238</b>
LSU	87%	58	67	La Tech	100%	2	2
LSUS	44%	4	9	LSU	89%	59	66
Nicholls	56%	5	9	LSUA	50%	1	2
NSULA	87%	53	61	LSUS	100%	3	3
UNO	90%	27	30	McNeese	50%	1	2
				Nicholls	85%	73	86
				NSULA	61%	17	28
				RPCC	50%	1	2
				ULM	100%	2	2
				UNO	89%	17	19

<b>CMAT 1203 APPLIED ALGEBRA</b>				<b>CMAT 1203</b>			
ACT: Math <19				ACT: Math 19-20			
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
BPCC	100%	1	1	BPCC	100%	1	1
LSUE	55%	6	11	Delgado	25%	1	4
SUNO	56%	15	27	La Tech	100%	2	2
ULL	64%	68	107	LSUE	61%	20	33
ULM	48%	120	249	SUNO	33%	1	3
UNO	81%	120	148	ULL	64%	196	307
<b>Grand Total</b>	<b>61%</b>	<b>330</b>	<b>543</b>	ULM	57%	25	44
				UNO	80%	96	120
				<b>Grand Total</b>	<b>67%</b>	<b>342</b>	<b>514</b>

<b>CMAT 1213 COLLEGE ALGEBRA</b>				<b>CMAT 1213</b>			
ACT: Math <19				ACT: Math 19-20			
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
BPCC	59%	10	17	BPCC	43%	18	42
BRCC	18%	2	11	BRCC	38%	40	106
Delgado	13%	3	23	Delgado	40%	4	10
FTCC	59%	16	27	Fletcher	50%	14	28
<b>Grand Total</b>	<b>54%</b>	<b>752</b>	<b>1,382</b>	<b>Grand Total</b>	<b>53%</b>	<b>967</b>	<b>1,816</b>
GSU	84%	31	37	GSU	82%	50	61
La Tech	33%	1	3	La Tech	50%	10	20
LDCC	60%	18	30	LDCC	85%	11	13
LSU	42%	112	264	LSU	57%	252	443
LSUA	61%	121	199	LSUA	68%	28	41
LSUE	11%	1	9	LSUE	34%	13	38
LSUS	29%	12	42	LSUS	70%	19	27
McNeese	58%	47	81	McNeese	46%	66	142
Nicholls	70%	14	20	Nicholls	71%	59	83
NSULA	76%	250	328	NSULA	59%	101	172
NTCC	33%	1	3	NTCC	30%	3	10
Nunez	20%	1	5	Nunez	40%	4	10
RPCC	40%	4	10	ROCC	32%	8	25
SLCC	56%	14	25	SLCC	69%	36	52
SLU	0%		6	SLU	38%	78	208
SOWELA	80%	4	5	SOWELA	42%	19	45
SUBR	41%	79	194	SUBR	57%	65	115
SUNO	36%	4	11	SUNO	33%	2	6
ULL	0%		2	ULL	63%	5	8
ULM	23%	7	30	ULM	55%	59	108
<b>Grand Total</b>	<b>54%</b>	<b>752</b>	<b>1,382</b>	UNO	100%	3	3
				<b>Grand Total</b>	<b>53%</b>	<b>967</b>	<b>1,816</b>

<b>CMAT 1313 FINITE MATHEMATICS</b>				<b>CMAT 1313</b>			
ACT: Math <19				ACT: Math 19-20			
Inst Name	A,B,C %	Count	Total Count	Inst Name	A,B,C %	Count	Total Count
La Tech	31%	4	13	BPCC	100%	1	1
NSULA	100%	2	2	La Tech	0%		1
NTCC	33%	1	3	McNeese	75%	6	8
SLU	66%	137	208	NSULA	77%	17	22
<b>Grand Total</b>	<b>64%</b>	<b>144</b>	<b>226</b>	NTCC	33%	1	3
				SLU	68%	91	133
				<b>Grand Total</b>	<b>69%</b>	<b>116</b>	<b>168</b>

FALL 2018 - Pass Rates in Entry Level ENGL -- SSPS Placement Study (Apr'19)

Fall18, <18 w- Eng Grades			
<b>CENL 1013</b>	<b>Pass, ABC</b>		<b>Total</b>
<b>Inst Name</b>	<b>Count</b>	<b>%</b>	<b>Count</b>
BPCC	7	54%	13
BRCC	35	71%	49
Delgado	126	56%	227
GSU	14	52%	27
La Tech	6	67%	9
LDCC	5	63%	8
LSLUE	12	80%	15
LSUA	55	61%	90
LSUS	54	83%	65
LSUS	12	71%	17
McNeese	50	58%	86
Nicholls	1	25%	4
NSULA	51	74%	69
NTCC	2	67%	3
Nunez	5	56%	9
RPCC	11	61%	18
SLCC	53	78%	68
SOWELA	5	56%	9
SUBR	134	61%	218
SUNO	24	49%	49
ULL	27	71%	38
ULM	51	86%	59
UNO	31	84%	37
<b>Grand Total</b>	<b>771</b>	<b>65%</b>	<b>1,189</b>

Source: Fall 2018, Campus SSPS Data reported to BoR

19 June 2019 - PRP Item V - Alpha Attch (p2)