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**BOARD OF REGENTS**

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**PLANNING, RESEARCH and PERFORMANCE COMMITTEE MEETING**

**December 11, 2019 • 10:30 a.m.**

Thomas Jefferson A&B (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. Lamar State College Orange
    2. License Renewals
      - a. Liberty University
      - b. Columbia University Teachers College
  - B. Proprietary Schools Advisory Commission
    1. Initial License
      - a. Accelerated Dental Assisting Academy, LLC (Lake Charles)
      - b. Kingdom Technical College, LLC (Shreveport)
      - c. Let's Keep It Moving (Hammond)
      - d. Melba Beauty (Prairieville)
    2. Renewal Applications
      - a. Academy of Interactive Entertainment (09/22/10)
      - b. Acadiana Area Career College--A Division of Blue Cliff College (09/28/12)
      - c. Accelerated Dental Assisting Academy (Houma) (09/24/15)
      - d. Accelerated Dental Assisting Academy (Mandeville) (09/24/15)
      - e. Accelerated Dental Assisting Academy (Metairie) (09/24/15)
      - f. Ayers Career College (10/25/90)
      - g. Becker Professional Education--New Orleans (10/24/96)
      - h. The Captain School, LLC (09/22/11)
      - i. Coastal College--Baton Rouge (09/28/00)
      - j. Coastal Truck Driving School of New Orleans (09/25/14)
      - k. Compass Career College (09/23/04)
      - l. Delta College, Inc. (10/26/95)
      - m. Delta College, Slidell Branch (09/23/04)
      - n. Diesel Driving Academy--Shreveport (06/21/73)

- o. Eastern College of Health Vocations (10/28/99)
  - p. Lafayette Dental Assistant School (09/22/16)
  - q. Louisiana Dental Center School of Dental Assisting (09/27/17)
  - r. Mia's Medical Academy, LLC (09/25/14)
  - s. The National Aesthetic Laser Institute (09/26/18)
  - t. New Orleans Dental Assistant School (09/22/16)
  - u. Nursing Assistant Network Association (10/27/94)
  - v. Over Drive Truck Driving School of Louisiana, LLC (09/27/17)
  - w. Pelican Chapter, Associated Builders and Contractors, Inc., Training Center--  
Baton Rouge Campus (09/27/12)
  - x. Pelican Chapter, Associated Builders and Contractors, Inc., Training Center -  
Southwest Campus (09/27/12)
  - y. Saint Agatha Career School, LLC (09/22/11)
  - z. Shreveport Dental Assistant School (09/22/16)
  - aa. Thomas Training & Development Center, Inc. (10/26/95)
  - bb. Unitech Training Academy--Baton Rouge (09/22/16)
  - cc. Unitech Training Academy, West Monroe (09/23/04)
  - dd. Woodland Healthcare Training (09/27/17)
3. Revocation of a Proprietary School License
    - a. Premier Healthcare Training Solutions (Opelousas)
  4. Board of Regents refers to the State Attorney General's Office pursuit of legal action against Midcity College (Baton Rouge) for illegal advertising.

IV. Dual Enrollment Task Force Update

V. AA 2.22 Placement Report/ LEAP 2025

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.**

### **Lamar State College Orange Orange, Texas**

#### BACKGROUND

Lamar State College Orange (LSCO) is not incorporated in the State of Louisiana. Lamar University opened its first extension center in Orange, Texas in the fall of 1969. During the 1999 Texas legislative session, Lamar University-Orange was officially renamed Lamar State College Orange, and funds totaling nearly \$10 million were authorized for a new main building, a central plant and campus infrastructure. Since that time, facilities, enrollment and course offerings have grown steadily. Instructional programs are offered in five divisions: liberal arts, mathematics and science, business and technology, education and allied health. LSCO is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

#### ACADEMIC PROGRAM

LSCO proposes to offer associate degree programs and certificates in areas of allied health such as nursing, pharmacy technology and dental assistant to Louisiana residents. Since these programs require clinical experiences, licensure is necessary.

#### FACULTY

LSCO employs 16 faculty to support its programs available to Louisiana residents, twelve on a full-time basis. Of the faculty, one is trained at the master's level while the remainder are trained at the bachelor's level from accredited institutions.

#### FACILITIES

There are no physical facilities in Louisiana. LSCO students complete clinicals at various locations in Louisiana.

#### STAFF RECOMMENDATION

Given the credentials of its faculty, the college's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Lamar State College Orange (LSCO), located in Orange, Texas.

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

### **Liberty University Lynchburg, Virginia**

#### BACKGROUND

Liberty University (Liberty) is not incorporated in the state of Louisiana. The college is a private institution, located in Lynchburg, Virginia and received its initial license with the Board of Regents in 2011. Liberty is applying to renew its license with the State of Louisiana and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

#### ACADEMIC PROGRAM

Liberty offers a variety of online undergraduate and graduate programs. Typically, the online nature of the delivery system would not require licensure. However, since Liberty offers its online BS in aviation degree which includes mandatory flight training, licensure is necessary.

#### FACULTY

Liberty University employs 41 faculty to support its online BS in aviation. Of the faculty, five are trained at the doctoral level with the remaining 36 holding the master's degree. Eleven of the faculty are employed on a full-time basis.

#### FACILITIES

Since Liberty operates its programs online with administrative and academic support in Lynchburg, there are no physical facilities in Louisiana. Flight training is provided by its flight school partner, Gulf Coast Aviation in New Orleans and Baton Rouge.

#### STAFF RECOMMENDATION

Given the narrow scope of the aviation program available to Louisiana residents, the credentials of its faculty, the college's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents approve an operating license for Liberty University, located in Lynchburg, Virginia.

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

### **Columbia University Teachers College New York City, New York**

#### BACKGROUND

Columbia University Teachers College (Teachers College) is not incorporated in the State of Louisiana. Columbia University is a private institution located in New York City, New York and is seeking license renewal. Columbia is accredited by the Middle States Commission on Higher Education (MSCHE). Teacher preparation and school leadership programs are accredited with the Council for the Accreditation of Educator Preparation (CAEP).

#### ACADEMIC PROGRAM

Teachers College offers its Summer Principals Academy in New Orleans. The program results in a master's degree. The Summer Principals Academy is designed to allow teachers/leaders to remain employed full-time with intensive summer instruction and a 450-hour supervised administrative internship. Teachers College reported an enrollment of 43 students during the 2019 summer program.

#### FACULTY

Columbia employs 19 faculty to support the Summer Principals Academy, two are employed on a full-time basis and seventeen on a part-time basis. 17 of the faculty are trained at the doctoral level.

#### FACILITIES

The Loyola University College of Law assists Columbia's Principals Academy by providing access to facilities for a fee.

#### STAFF RECOMMENDATION

Given the limited scope of the program, the credentials of its faculty, the college's campus and program 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 Columbia University Teachers College, headquartered in New York City, New York.

# POSTPONED – (Pulled from Oct Agenda, 10/18/19)

## AGENDA ITEM V

### REVISION to AA 2.22 / DUAL ENROLLMENT ELIGIBILITY

#### ALTERNATE ELIGIBILITY INSTRUMENT

##### BACKGROUND INFORMATION

Academic Affairs Policy 2.22, *Minimum Requirements for Dual Enrollment*, provides for the addition of alternate placement measures on the principle that students must meet at least the same level of academic achievement or readiness as would have been defined by equivalent scores on the ACT. In 2017, Regents contracted with Dr. George Noell, of the LSU Psychology Department, to analyze several years of data on early high school End of Course (EOC) examinations in English II, Algebra I, and Geometry as predictors for ACT subscores in English and Mathematics to be earned later in high school. The study found a strong relationship between all three EOCs and the ACT English or Math subscores, consistent whether the relevant EOC was taken 1, 2, or 3 years prior to the ACT.

Very soon after the study was completed, the EOC tests were abandoned as a new LEAP 2025 high school course measurement series was implemented. To date there is not enough comparable data available to repeat the EOC analysis, but high schools have asked if provisional scores could be established until a full study could be done to validate and/or adjust their use in the policy.

##### STAFF SUMMARY

AA 2.22 lists EOC scores that were found to have an 86-88% probability of leading to the required ACT English (18) and Math (19) subscores for placement in college level courses.

Subject	EOC Study (Max Score = 800)*			LEAP 2025 (Max Score = 850)
	Score	% w required ACT Score	% [= EOC score/800]	Range for <i>Mastery Level</i>
ENGLISH II	740	86%	93%	750-793
GEOMETRY	750	86%	94%	750-782

\* It is important to note that students who did not take the Algebra EOC until 10<sup>th</sup> grade were excluded from the Algebra EOC data due to generally poor performance on the ACT as Juniors; given that the Geometry EOC is taken further along in a student's career, it appeared to be the stronger predictor of the two.

Therefore, for students who have not yet taken the ACT/SAT in high school, BoR staff in consultation with Math post-secondary faculty have determined that AA.2.22 will present eligibility criteria for the purpose of meeting the ACT requirement for General Education dual enrollment courses based on Math pathways.

AA 2.22 recommends a LEAP 2025 Geometry score of *Mastery* or above for matriculation in non-algebraic General Education math courses and a proficiency level of *Mastery* or above in Geometry and completion of Algebra II with a grade of "C" or better for matriculation in College Algebra.

In 2022, when there are at least three years of data for students who have completed both the LEAP 2025 and the ACT, staff will repeat the analysis of scores to determine whether they should be revised.

##### STAFF RECOMMENDATION

***The Senior Staff recommends for students who have not yet taken the ACT/SAT in high school, a proficiency level of Mastery or above on the high school LEAP 2025 assessment in English II for matriculation in general education English dual enrollment courses; a proficiency level of Mastery or above on the LEAP 2025 high school assessment in Geometry for matriculation in non-algebraic Math dual enrollment; and a proficiency level of Mastery or above on the LEAP 2025 high school Geometry assessment and completion of high school Algebra II with a grade of "C" or better for enrollment in College Algebra. These temporary***

*eligibility indicators will be added to the A.A. Policy 2.22 table for dual enrollment into college-level courses.*

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**Academic Affairs Policy 2.22**  
**2020-2023 Minimum Dual Enrollment/Placement Scores**  
**[Recommended Changes are in Red]**

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

<b>Academic Courses (on the Master Articulation Matrix)</b>		
	<b>ENGLISH</b>	<b>MATHEMATICS*</b>
<b>For students with ACT or SAT scores.</b> (May use alternate measures for ACT/SAT score earned before 10 <sup>th</sup> grade.)		
ACT (≥19 Composite Score)	18	19
SAT (≥980 Total Score)	25 WL	500
<b>For students who have taken the ACT/SAT after the 9<sup>th</sup> grade</b> (with a Composite Score ≥19) and seek an alternate measure in English or Math.		
ACCUPLACER	86 Sent Structure	65 (Elem Alg) 40 (Col-Lvl Math)
<i>*For College Algebra: ≥ 70 Accuplacer College-Level Math is recommended.</i>		
<b>For students who have not yet taken the ACT/SAT in high school.**</b>		
ASPIRE (≥430 Composite Score)	433	431
MAP (≥490 Language+Math Scores)	245	265
Pre-ACT (≥19 Composite Score)	18	19
Pre-SAT (≥980 Total Score)	25WL	500
EOC	English II: 740	Algebra I: 760, or Geometry: 750
LEAP 2025***	English II: Mastery or above	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math)  Geometry: Mastery or above <b>and</b> completion of Algebra II w/C or better for enrollment in College Algebra.
<i>* For College Algebra, &gt;20 ACT, 435 Aspire, 270 MAP, 22 Pre-ACT Math, 770 Algebra I or 760 Geometry EOC is recommended.</i>		



**\*\* ACT confirms that ASPIRE & Pre-ACT are predictive measures to aid in focusing HS instruction & do not replace ACT. If a student has taken the ACT or SAT in HS, the ACT/SAT score must be used as the placement measure.**

**\*\*\* Regents staff will conduct analytical studies in 2022 to validate or adjust use of LEAP 2025 scores in this policy.**

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

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