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AGENDA ACADEMIC AND STUDENT AFFAIRS COMMITTEE Wednesday, December 15, 2021 11:35 a.m.

Claiborne Building, 1st Floor
Thomas Jefferson A&B Room 1-136
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
- IV. Academic Programs
 - A. AA American Sign Language Studies – Baton Rouge CC
 - B. AAS Heating, Air Conditioning & Refrigeration – Nunez CC
 - C. BA Theatre – Southeastern Louisiana U
 - D. BS Occupational Therapy Assistant – UL Monroe
 - E. MS Clinical Nutrition & Dietetics Leadership – Nicholls State U
- V. 2020 Admissions Audit
- VI. Other Business
- VII. Adjournment

Committee Members: Phillip May, Jr., Chair; Gary Solomon, Jr., Vice Chair; Stephanie Finley; Wilbert Pryor; Terrie Sterling; Collis Temple III; Cameron T. Jackson (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Susannah Craig, Deputy Commissioner for Academic Affairs, Student Success and Innovation

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

| Institution | Request |
|--------------|--|
| LSU A&M | Request to offer the existing BS in Psychology (CIP 42.0101) via 100% online. Approved. |
| LSU A&M | Request to establish a UC in Construction Management (CIP 52.2001). Approved. |
| LA Tech | Request to establish the following undergraduate and graduate certificates: <ul style="list-style-type: none"> • UC Communication & Media Studies (CIP 09.0199) • UC Game Design (CIP 50.0411) • UC Sport Coaching (CIP 31.0501) • GC Computer Science Education (CIP 13.1321) • GC Data Science (CIP 30.7101) • GC Online Teaching & Learning (CIP 13.1211) Approved. |
| McNeese | Request to convert the Graduate Certificate (GC) in Applied Behavior Analysis to the Post Master's Certificate (PMC) in Applied Behavior Analysis to better reflect the Behavior Analysis Certification Board's approved program requirements. Approved. |
| McNeese | Request to: <ul style="list-style-type: none"> • Change the degree designation of the Master of Education (MEd) in School Counseling to the Master of Science (MS) in School Counseling. • Change the total credit hours for the program from 48 to 60 to comply with Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. A teach out plan will apply to students currently enrolled in the MEd for the next two years. • Move the program from the Burton College of Education to the College of Nursing and Health Professions. Approved. |
| Southeastern | Request to offer the existing Master of Education in Special Education (CIP 13.1001), the Master of Education in Curriculum & Instruction (CIP 13.0301) and the Master of Arts in Teaching (CIP 13.1206) via 100% online. Approved. |
| SUBR | Request to offer the Master of Education in Educational Leadership (CIP 13.0401) 100% online. Approved. |
| SUNO | Request to rename the existing Bachelor of General Studies as the Bachelor of Interdisciplinary Studies to better reflect the program's curriculum, and to offer the degree 100% online. Approved. |

| | |
|--------------|---|
| UL Lafayette | <p>Request to make the following administrative changes:</p> <ul style="list-style-type: none"> • College of Education: <ul style="list-style-type: none"> ○ Change the name of the College of Education to the College of Education & Human Development. ○ Change the name and CIP code of the MS Counselor Education (CIP 13.1101) to the MS Counseling (CIP 51.1508) to better represent program content and the qualifications of graduates. ○ Change the name of the Department of Counselor Education to the Department of Counseling. • College of Liberal Arts <ul style="list-style-type: none"> ○ Change the name of the BS Child & Family Studies to the BS Human Development & Family Science to better reflect current terminology and the field's focus on the entire human lifespan. ○ Change the name of the Department of Sociology, Anthropology, and Child & Family Studies to the Department of Sociology, Anthropology, and Human Development & Family Science. <p>Approved.</p> |
| UL Monroe | <p>Request to establish a UC in Professional Creative Writing (CIP 23.1301).</p> <p>Approved.</p> |

AGENDA ITEM IV.A.

Proposed Associate of Arts in American Sign Language Studies Baton Rouge Community College

Background Information

Baton Rouge Community College (BRCC) has requested Board of Regents' approval to offer an Associate of Arts (AA) in American Sign Language Studies (ASLS). The program proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and forwarded to the Board of Regents for consideration. After conversations with Regents' staff, the institution worked to address issues raised during the initial review process. Staff corresponded and met with BRCC administration to further clarify curriculum and degree value for the unique proposed program.

Staff Summary

The proposed Associate of Arts in American Sign Language Studies (AA-ASLS) is a 60-credit hour program that will provide students with a foundation in American Sign Language (ASL). Graduates of the program will be prepared to go on to advanced study at a four-year college or university for a baccalaureate degree in ASL, which is required for interpreter certification. The proposed program will also serve students who desire to gain a marketable communication skill that can be applied to careers in healthcare, education, and other sectors that serve the public. The degree focuses on preparing students to engage in practical, interactive ASL conversation, particularly ASL to spoken English and spoken English to ASL. Students will complete courses that present the fundamentals of ASL communication, insights into Deaf culture and community, and an overview of the role ASL interpreters play as participants in equitable and ethical communication. While Louisiana does not currently have certification requirements to be employed as an interpreter, the Louisiana Commission for the Deaf (LCD) is working to establish new statewide systems and standards for ASL interpreting. LCD is in full support of the proposed program and acknowledges that the program would provide a two-year college option for individuals that would meet the certification testing requirements for some broadly focused organizations that require applicants to have a minimum of 30 credit hours from an accredited college or university.

1. Value: Per Regents' policy, this program meets the criteria of a Quality Credential of Value.

- a. Same or Similar In-state Programs: Currently, Delgado Community College (DCC) is the State's only two-year institution offering a sign language degree at the associate level. Although many of the courses in BRCC's proposed program are similar to DCC's, BRCC did not adopt DCC's upper-level interpretation courses which are more specifically designed to prepare students to be ASL interpreters. BRCC's ASLS Advisory Board recommended that the college provide a program to serve as an introduction to beginning level ASL interpretation while simultaneously focusing on general ASL studies by exposing students to Deaf culture and community through social engagement in a variety of settings.
- b. Workforce Demand and Job Opportunities: According to BRCC's American Sign Language Studies (ASLS) Advisory Board, the state currently has approximately 85 certified ASL interpreters - too few to meet the needs of Louisiana's Deaf community. The Bureau of Labor Statistics projects a 29% growth in employment through 2024 for interpreting service professions. Graduates of this program will be prepared to work for interpretation companies, individual organizations, or private clients in a variety of settings such as school, hospitals, courtrooms, meeting rooms and conference centers.

Student Enrollment: BRCC anticipates drawing students who are potential education majors seeking to work with special needs students or those interested in careers in law, social services, and healthcare. The program is also expected to draw deaf students who are interested in ASL related

careers and/or plan to transfer to four- year ASL programs. BRCC will also seek to partner with high schools that offer ASL classes such as those at Walker High school for dual enrollment opportunities and to establish a cohort of students to enroll into the program. BRCC anticipates enrolling 20 students in the program during the first year reaching approximately 100 students by year five.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------------|--------|--------|--------|--------|--------|
| Projected Enrollment | 20 | 40 | 60 | 80 | 100 |
| Projected Graduates | 0 | 15 | 20 | 25 | 30 |

2. **Resources:** The main cost associated with program implementation and sustainability is the hiring of one new full-time faculty member and one part-time faculty member in Year 1 with the addition of another new adjunct faculty member in Year 3 depending on increased enrollment. This additional cost will be covered with state appropriations and tuition and fees.

| | Current | Needed | Additional Costs |
|--|---|--|--------------------------------|
| Faculty | Current faculty will teach the general education courses required in the program. | One full-time instructor and one adjunct will be hired for yr. 1; An additional adjunct may be hired in yr. 3 if needed to support growth in enrollment. | \$85.7K yr. 1 \$103.8 yr. 3 |
| Physical (Facilities, Equipment, Library, & Technology) | Existing facilities are adequate to support the program. | Minimal additional resources projected for publications and memberships. | \$300 annually |
| Student Support | Existing resources will meet the needs of the program for the foreseeable future. | No additional resources projected. | \$0 |

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.
- **Accessibility:** The proposed program will be offered in face-to-face and online format. However, the majority of ASLS classes necessitates a focus on face-to-face instruction for acquired signing skills.
 - **Affordability:** Approximately 45% of the program courses will utilize open educational resource materials. Opportunities for prior learning assessment for students who possess prior American Sign Language training and transfer of completed credit will be assessed to decrease time to degree and cost.
 - **Partnerships:** Although Louisiana does not currently have a baccalaureate-level ASL interpreter training program, BRCC has established articulation agreements with Southeastern Louisiana University (SELU) and University of Louisiana-Lafayette (ULL) to allow for transfer of its beginning level, general education ASLS courses. BRCC has established a 2+2 seamless transfer articulation agreement with the University of Arkansas – Little Rock into its bachelor’s degree in ASL. BRCC’s proposed program has also received support from the Louisiana Commission for the Deaf, Louisiana School for the Deaf, Sign Language Services International, Inc., The Helen Keller National Center for DeafBlind Youths and Adults and the LSU Health Sciences Human Development Center, Louisiana DeafBlind Project for Children and Youth.
 - **Work-based learning:** All students majoring in the ASLS program will be required to complete a

practicum that assesses the students' abilities to directly engage with the deaf community as fluent ASL communicators. BRCC has established partnerships with the Louisiana Commission for the Deaf, Louisiana School for the Deaf and Sign Language Services International to support the program.

Staff Analysis

BRCC's proposed AA in American Sign Language Studies will allow students to successfully complete foundational ASL coursework while also acquiring the basic general education competencies that will increase both employment and educational opportunities. Staff worked with the institution for additional evidence of need and support for the program as well as evidence of employability of graduates. The institution provided several letters of support that indicated the program would address a gap in the ASL interpreter workforce. While there are currently no ASL bachelor's degrees in Louisiana, BRCC has established strong transfer partnerships with out of state ASL programs and in-state education programs. Through regular progress reports, staff will closely monitor the costs of instructors in relation to enrollment growth and monitor program value by tracking the outcomes of graduates including employment and transfer.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed AA in American Sign Language Studies (CIP 16.1601) at Baton Rouge Community College, with a progress report due July 1, 2023.

AGENDA ITEM IV.B.

Proposed Associate of Applied Science in Heating, Air Conditioning and Refrigeration Nunez Community College

Background Information

Nunez Community College (Nunez) has requested Board of Regents' approval to establish an Associate of Applied Science (AAS) in Heating, Air Conditioning and Refrigeration (HACR). The proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and submitted to Regents for consideration.

Staff Summary

The proposed AAS in HACR is a 61-credit hour program that utilizes technical classroom instruction and real-life, hands-on lab exercises providing the skills needed for gainful employment opportunities as entry-level air conditioning and refrigeration helpers, installers, mechanics, and technicians. The degree will improve graduates' competitiveness for available supervisory positions that require technical skills as well as evidence of analytical, communication, and problem-solving skills. It will also expand educational opportunities for graduates as the general education courses will transfer to baccalaureate degree programs, should the student wish to pursue further education.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-State Programs:** While several LCTCS colleges have similar programs in heating, AC and/or refrigeration, this will be the first program of its kind at the associate degree level.
 - b. **Workforce Demand and Job Opportunities:** The program was developed on the advice of industry employers and following the guidelines of the HVAC Excellence Organization, the largest and oldest accrediting agency for Heating, Ventilation, and Air Conditioning (HVAC) programs. According to GNO, Inc., unique job postings for HVAC occupations increased by 35% from 2017 to 2021 in the Greater New Orleans area.
 - c. **Student Enrollment and Completion:** Projected enrollment in the program is based on the expansion of the successful CTS programs at Nunez. Students will be recruited from the CTS in Heating, Air Conditioning and Refrigeration Technician programs. Following suit with the College's Strategic Enrollment Plan, Nunez predicts enrollment to increase by 3% each year beginning with 50 students in year one and increasing to 58 students by year five.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|--------|--------|--------|--------|--------|
| Total Program Enrollment | 50 | 52 | 54 | 56 | 58 |
| Projected Graduates | - | 42 | 44 | 46 | 48 |

2. **Resources:** The program will utilize existing campus facilities and resources for the program. There are no additional resources required to implement the proposed program.

| | Current | Needed | Additional Costs |
|----------------|--|---|------------------|
| Faculty | Current faculty will teach courses and assist with advising. | No additional resource needs projected. | \$0 |

| | | | |
|--|---|---|-----|
| Physical (Facilities, Equipment, Library, & Technology) | Existing facilities and resources are adequate to support the program. | No additional resource needs projected. | \$0 |
| Student Support | Existing student support resources are adequate for the proposed program. | No additional resource needs projected. | \$0 |

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- Accessibility: Courses in the proposed program will be offered in a hybrid mode to provide flexibility for students and to ensure skill practice on campus. General Education courses will be available 100% online or in person.
- Partnerships: Nunez's HACR program currently has established partnerships with Bernhard/MCC, JC Services AC, Keefe's AC and Heating, H&E Comfort Services, Nash AC, Precise Comfort & Climate Specialists, and J&R AC and Heating.
- Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learner: General education courses are transferrable. Through the duration of the program, the student will receive a total of 7 IBCs. The proposed program is structured for students to attend two evenings a week to earn a degree. The goal is to assist those students who are underemployed.

Staff Analysis

The proposed program will allow Heating, Air Conditioning and Refrigeration students to pursue bachelor's degrees in areas such as management, technology, or other disciplines related to the field. The degree will also improve graduates' appeal for supervisory positions that require technical and analytical skills. The success of the existing CTS program and the program's unique position is the only associate level degree in the state indicate that the proposed program will be successful.

STAFF RECOMMENDATION

Senior Staff recommends approval of the Associate of Applied Science in Heating, Air Conditioning and Refrigeration (CIP 47.0201) at Nunez Community College with a progress report due July 1, 2023.

AGENDA ITEM IV.C.

Proposed Bachelor of Arts in Theatre Southeastern Louisiana University

Background Information

Southeastern Louisiana University (SLU) requests Board of Regents approval to establish a Bachelor of Arts (BA) in Theatre. The Letter of Intent was approved by Regents in December 2020. The proposal was approved by the University of Louisiana System (ULS) Board of Supervisors then submitted to Regents for consideration.

Staff Summary

Southeastern's planned Bachelor of Arts in Theatre provides students with knowledge and skills in theatre and film specifically focused on acting, stage management, and directing within a liberal arts environment. The program will build on the successful existing concentration in theatre design, which is the fastest growing concentration in the Department of Visual Art and Design. The proposed degree will emphasize instruction in acting as well as direction and production management, and graduates will be prepared for direct entry into careers in theatre and film in positions from acting to management to designer, or graduate study.

1. Value: Per Regent's policy, this program meets the criteria of a Quality Credential of Value.

- a. **Same or Similar In-state Programs:** LSU offers a BA in Theatre that averages 37 graduates per year; UNO offers the BA in Film and Theatre Arts averaging nine graduates per year; and Northwestern offers the Bachelor of Science (BS) in Theatre that averages 25 graduates per year. Theatre concentrations also exist at several other institutions in the state. Some indication was given during the statewide CAO review that the proposed program may be unnecessary duplication, but enrollment in Southeastern's current theatre courses, minor, and concentration indicate that there is enough interest in the region to support the addition of a full program.
- b. **Workforce Demand and Job Opportunities:** Due to adjustments in the state's tax structure, Louisiana has become a popular spot in the country for film production, and the industry continues to grow. There is also evidence that theatre productions are similarly growing in the state. The Actors Equity 2018 Regional Theatre Report, a report of the country's largest theatrical actors' union indicated a 68% increase in work for theatre employees in New Orleans from 2015 to 2017. Several major films have been filmed on location in Hammond including *Ray* and *The Campaign*. In addition, major theatre productions such as *Escape to Margaritaville* and the Tennessee Williams Festival have all employed Southeastern theatre graduates.
- c. **Student Enrollment and Completion:** Southeastern currently has 35 students enrolled in the Theatre minor, and 14 enrolled in the Theatre Design concentration, the fastest growing concentration in the department. Of the 478 students enrolled in Introduction to Theatre in Spring 2018, 28% indicated they would consider a theatre degree if available and of the 74 students enrolled in upper level theatre courses, 80% said they would consider enrolling in the major. Southeastern's theatre program currently produces four plays a year, each involving 30-60 undergraduate students. The institution's Alpha Psi Omega, a national theatre honorary chapter, currently has about 60 student members. Given the interest in and success of theatre at Southeastern, it estimates 25 students enrolled in the first year growing to 65 by year three.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------|--------|--------|--------|--------|--------|
| Total Enrollment | 25 | 30 | 40 | 50 | 65 |
| Program Graduates | 0 | 5 | 10 | 20 | 25 |

2. Resources

Theatre is supported by the operating budget of the Department of Visual Art & Design, the College of Arts, Humanities and Social Sciences development funds, as well as ticket sales. Theatre productions are supported through a student-assessed fee paid by all students. Southeastern's existing theatre facilities, equipment, and scene and costume shop budget and resources are adequate to support the program and its projected growth. Current faculty are sufficient to launch the program. An additional full-time faculty member will be hired in year two if enrollment projections are met. The industry standard salary for junior faculty in theatre is \$45,000 to \$55,000 per year. Tuition, and other theatre revenue sources, is expected to cover this cost. D. Vickers Hall, which houses the existing Theatre minor, is adequate to support program implementation. A combined total of \$28 million in State Capital Outlay funds and private funds have been allocated to renovate the space with target completion in 2023. The project, which is estimated at approximately \$28 million, is an approved State Capital Outlay project, which includes a private match. Approximately \$5 million of the funds are secured through a private donation and more than half of those funds have already been received. Of the remaining \$23 million, approximately \$6 million has already been bonded, with approximately \$1 million already spent on design and testing. Renovations will include the theatre, scene shop, costume shop, theatre lobby, and faculty offices. The work will also include the addition of a computer lab and additional classroom space.

| | Current | Needed | Additional Costs |
|--|---|---|--------------------|
| Faculty | Six current faculty members will support the program through the first year. | One additional full-time faculty member will be hired in year two and part-time lecturers may be hired as needed. | Yr 2+: \$77,000 |
| Physical (Facilities, Equipment, Library, & Technology) | Existing facilities and equipment that support the theatre minor will be adequate for implementation of the proposed program. | Theatre program facilities in D. Vickers Hall will undergo renovations with target completion in 2023. | \$28 million |
| Student Support | Existing non-academic student support resources will be adequate for the proposed program. | No additional resource needs projected. | \$0 |

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** Courses will be offered in person both during the day and in the evening.
- **Affordability:** The institution has a textbook rental program to reduce textbook costs for students. According to LendEDU, Southeastern graduates have the least student loan debt of all universities in the state, which may be attributed to strong student advising and an institutional focus on connecting students with local industry.
- **Partnerships:** Southeastern has a strong history of placing graduates into local theatre and film productions including at the Columbia Theatre in downtown Hammond, regional acting talent agencies, and New Orleans-based productions.

Staff Analysis

Southeastern is proposing the development of a theatre program with a unique focus on preparing undergraduate students for acting and production management both on stage and in film. The number of students in the current theatre minor and general studies degree concentration is evidence that Southeastern's draw of students in the the program supports the addition of the full degree program and will provide placebound students the opportunity to earn a theatre degree in the region. Graduates of the program will be prepared to enter the workforce or move on to graduate study. The institution provided clarity in the proposal on how the program at Southeastern will be unique in the state with it's specific focus on film and theatre acting, the singular focus on undergraduate education and performance opportunities. The institution also provided evidence that the industry is recovering from the slowdown due to COVID 19 and there is high demand for local talent. Staff will monitor the outcomes of graduates and the total enrollment and completion of theatre graduates statewide.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Arts in Theatre (CIP 50.0501) at Southeastern Louisiana University with a progress report due July 1, 2023.

AGENDA ITEM IV.D.

Proposed Bachelor of Science in Occupational Therapy Assistant University of Louisiana Monroe

Background Information

The University of Louisiana at Monroe (ULM) has requested Board of Regents' approval to establish a Bachelor of Science (BS) in Occupational Therapy Assistant (BSOTA). The Letter of Intent was approved by Regents in August 2020. The proposal was approved by the ULS Board of Supervisors then submitted to Regents for consideration.

Staff Summary

In April 2019, the Accreditation Council for Occupational Therapy Education (ACOTE) adopted a policy of dual entry-level degrees at both the associate level and baccalaureate level for Occupational Therapy Assistant (OTAs). ULM continues to offer the AS in Occupational Therapy (ASOTA) and proposes converting the existing 75-credit hour associate degree to a 120-credit hour bachelor's degree. The proposed BSOTA will provide students with a more in-depth education in Occupational Therapy and better prepare them for graduate study including the Master of Occupational Therapy (MOT) degree also offered by ULM. Prior to 2006, ULM offered a bachelor's degree in OT and an associate degree in OTA. The bachelor's degree in OT was terminated in 2006 when the Accreditation Council for Occupational Therapy Education (ACOTE) mandated that all entry-level OT programs transition to a master's degree; however, the ASOTA program remained viable and valuable. Because entry into the MOT requires a bachelor's degree, the planned program would help prepare students as both Occupational Therapy Assistants upon graduation but also ensure they are ready to move onto graduate study if they choose. Both ULM's ASOTA and MOT programs have been successful with nearly 100% graduation rates, national board passage rates, and employment rates.

1. Value: Per Regents' policy, this program meets the criteria of a Quality Credential of Value.

- a. **Same or Similar In-State Programs:** ULM's program would be the first bachelor's degrees in Occupational Therapy Assistant in the state. Bossier Parish Community College and Delgado Community College both continue to offer the AAS in Occupational Therapy Assistant.
- b. **Workforce Demand and Job Opportunities:**
 - The Louisiana Workforce Commission (LWC) lists OTA as a 5-star job and one of the fastest growing occupations in the northeast Louisiana regional labor market through 2024.
 - The Bureau of Labor Statistics (BLS) reports that overall employment of Occupational Therapy Assistants is projected to grow 31% from 2018 to 2028, much faster than average for all other occupations. The median annual salary for OTAs was about \$60K per year in 2018.
- c. **Student Enrollment and Completion:** Currently, 85% of ULM's ASOTA graduates go on to earn a bachelor's degree in anticipation of moving on to the MOT. The program enrolls approximately 30 students per year, and the proposed bachelor's degree expects similar numbers. The institution anticipates enrolling the first BSOTA students in January 2024 after SACSCOC and ACOTE approval of the new program.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------|--------|--------|--------|--------|--------|
| TOTAL Prog. Enrollment | 30 | 60 | 90 | 90 | 90 |
| Prog. Graduates | - | ~30 | ~30 | ~30 | ~30 |

2. **Resources:** Transitioning the program to the baccalaureate level will require three additional faculty members (two in the first year, the third in the second year) to meet the needs of additional students, more courses, and ACOTE accreditation requirements. Revenue from the program is expected to cover the additional costs once the program is fully implemented and 60 students are enrolled in the program. Faculty are also engaged in seeking external funding to provide additional support to the program.

| | Current | Needed | Additional Costs |
|--|---|-------------------------------------|------------------|
| Faculty | Three full time faculty currently work in the ASOTA program and all will transition to the BSOTA. | Three additional full-time faculty. | \$241K/yr |
| Physical (Facilities, Equipment, Library, & Technology) | Renovations to existing OT program facilities will be completed before program implementation. | No additional resources projected. | \$0 |
| Student Support | Existing resources will meet the needs of the program for the foreseeable future. | No additional resources projected. | \$0 |

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Partnerships:** ULM will leverage partnerships with local healthcare providers developed through the existing ASOTA program to provide experiential learning opportunities for students including for fieldwork and clinical requirements.
- **Industry-based credentials:** Graduates of the program will be prepared to take the National Board for Certification of Occupational Therapy to become Certified Occupational Therapy Assistants. Graduates will also be prepared for entry into Master's degree programs to become Occupational Therapists.
- **Accessibility:** The proposed program will include three semesters of pre-professional coursework instead of the more typical two, which will allow for flexibility in student course load as needed to improve retention. Pre-requisite courses are available both in person and on-line.
- **Affordability:** The proposed program will simplify financial aid, reduce time to completion, and eliminate additional administrative costs for the 85% of ASOTA graduates who go on to enroll in and complete a bachelor's degree. The proposed program also eliminates the summer course requirements of the ASOTA, which reduces program costs and better aligns financial aid with the 120 credit hour curriculum.

Staff Analysis

ULM seeks to better leverage the institution's resources to fulfill its mission as a four-year institution, and meet the needs and demand of current students and industry by transitioning to a bachelor's degree program. ACOTE and industry certification standards in healthcare fields in general continue to increase, and ULM will be well positioned to ensure its graduates meet industry standards as well as being prepared to continue on to the MOT. Strong application, enrollment, and graduation numbers in the ASOTA as well as the high number of students who go on to complete a bachelor's degree indicates that ULM will be able to meet enrollment targets to support the additional faculty and other program costs. The curriculum has been developed to ensure students will graduate eligible for admission into graduate occupational therapy programs.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Science in Occupational Therapy Assistant (CIP 51.0803) at the University of Louisiana at Monroe with a progress report due July 1, 2023

AGENDA ITEM IV.E.

Proposed Master of Science in Clinical Nutrition & Dietetics Leadership Nicholls State University

Background Information

Nicholls State University (Nicholls) has requested Board of Regents' approval to establish a Master of Science in Clinical Nutrition & Dietetics Leadership. The Letter of Intent was approved by the Board of Regents in August of 2020. A draft proposal was reviewed by Dr. Tracy Bruen, Clinical Assistant Professor and Director of the MS Clinical Nutrition/ Dietetic Internship at the University of Memphis. Dr. Bruen provided positive feedback noting that the program does an excellent job of aligning with the goals and priorities of the key regulatory agencies within the dietetics profession. The full proposal was then approved by the University of Louisiana System (ULS) Board of Supervisors and submitted to Regents for consideration.

Staff Summary

Nicholls currently offers a Bachelor of Science (BS) in Dietetics that graduates 15 students annually as well as a Dietetics Internship (DI) that accepts 10-14 interns annually. Presently, completion of the BS and DI allow for a student to sit for the national Registration Examination for Dietitians. The purpose of the proposed MS in Clinical Nutrition and Dietetics Leadership is to meet future credentialing requirements set forth by the Commission on Dietetics Registration (CDR). The CDR has mandated that, by January 2024, in order to earn the credentials of Registered Dietician (RD) a student must earn a master's degree in addition to completion of a dietetic internship program. The proposed graduate program will also provide current RDs and dietetic students an opportunity to build upon their professional knowledge and skills.

The proposed 36 credit hour graduate program will have a core focused on leadership in primary aspects of nutrition and dietetics including clinical nutrition, food service management, public policy and advocacy, and research. Didactic courses will be offered 100% online and the proposed program will offer two degree paths: one to serve dietetics professionals who are already credentialed, and one to serve dietetic interns and students who have not yet completed an internship program.

1. Value: Per Regents' policy, this program meets the criteria of a Quality Credential of Value.

- a. Same or Similar In-State Programs: While McNeese currently offers a master's degree in Health and Human Performance with a concentration in Nutrition and Wellness and Louisiana Tech offers a master's degree in Nutrition and Dietetics, the MS proposed by Nicholls is uniquely focused on Clinical Nutrition and Dietetics Leadership, making it the only program of its kind at a public postsecondary institution in the state.
- b. Workforce Demand and Job Opportunities: Employment of dietitians is projected to grow 15% from 2016 to 2026, faster than the average for all occupations. The Bureau of Labor Statistics states that, "Interest in the role of food and nutrition in promoting health and wellness has increased, particularly as part of preventative healthcare in medical settings." More dietitians and nutritionists will be needed to provide care for people with diabetes and heart disease, typically associated with obesity, which is prevalent in Louisiana. The program will prepare nutrition practitioners to serve in leadership positions in acute and long-term healthcare, public health nutrition, food service management, and community programs in the greater Bayou Region.
- c. Student Enrollment and Completion: Projected enrollment in the program is based on survey responses from 80 local nutrition and dietetics students and professionals, with 80% of respondents indicating that they strongly agree that the proposed MS degree would be beneficial to them in their current and

future careers. Nearly 90% of respondents reported that the online learning environment would be conducive to their needs. As more RDs enter the field with the MS, the institution expects a decrease in recruitment from registered dietitians.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|--------|--------|--------|--------|--------|
| Total Program Enrollment | 24 | 48 | 48 | 48 | 42 |
| Projected Graduates | 0 | 22 | 22 | 22 | 22 |

2. **Resources:** The main cost associated with program implementation and sustainability is the hiring of one new faculty member in Year 2. This additional cost will be covered with state appropriations and tuition and fees.

| | Current | Needed | Additional Costs |
|--|---|---|---|
| Faculty | No new faculty needed to initiate the program as current faculty will teach courses and assist with advising. | As enrollment grows, the institution projects the need for one additional faculty in Yr. 2. | Yr. 1: \$0 Yr. 2+: \$61,600 |
| Physical (Facilities, Equipment, Library, & Technology) | Existing facilities and related resources are adequate to support the program. | Conference travel, recruitment, and teaching materials & computer for new faculty member. | Yr. 1: \$1,500 Yr. 2: \$2,140 Yr. 3+: \$1,500 |
| Student Support | Existing student support resources will be adequate for the proposed program. | No additional resource needs projected. | \$0 |

3. **Master Plan Priorities:** The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- Accessibility: The proposed degree program will be offered 100% online.
- Affordability: The proposed program will utilize the university's online library holdings, which as part of the LOUIS network has access to peer-reviewed journal articles, books, and datasets.
- Partnerships: North Oaks Medical Center in Hammond, LA has a dietetic internship program and will need to collaborate with an institution that offers an online master's program. The internship coordinator has expressed interest in sending students to Nicholls to earn their master's degree.

Staff Analysis

The proposed program's strong points, as noted by the external reviewer, include a focused concentration on clinical nutrition and dietetics leadership not currently available to students in the area. The proposed MS in Clinical Nutrition & Dietetics Leadership will meet the future credentialing requirements set forth by the Commission on Dietetics Registration (CDR) for students who wish to earn the credentials of Registered Dietician (RD) while also providing current RDs and dietetic students an opportunity for building upon and enhancing professional knowledge and skills.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed MS in Clinical Nutrition & Dietetics Leadership (CIP 51.3101) at Nicholls State University with a progress report due June 1, 2023.

Agenda Item V.

Admissions Fall 2020 Audit Summary

Background Information:

The Louisiana Board of Regents (BoR) establishes statewide minimum admissions standards at Louisiana's public postsecondary institutions as part of its constitutionally designated master planning responsibilities. All Louisiana public institutions are required to report data used to determine admissions decisions through the Statewide Student Profile System (SSPS). Effective Fall 2020, the BoR's admissions standards were amended; however, temporary emergency COVID-19 provisions were enacted for the incoming class of Fall 2020, which expired prior to Fall 2021 and will not impact future reviews. Therefore, auditors limited the review of the Fall 2020 audit to verifying data reported to BoR for admissions decisions and institutions not previously reviewed. Audit reviewed the following institutions: Louisiana State University of Alexandria, Louisiana Tech University, McNeese State University, Nicholls State University, Southeastern Louisiana University, and University of Louisiana at Monroe.

Scope and Objectives:

The scope and objective of the Fall 2020 audit were to verify the accuracy of admissions data reported in SSPS for Fall 2020. Only institutions not reviewed in previous audits were selected for this review. The scope of testing was limited to verifying fields required to make a final admissions decision and *did not include reviewing admissions decisions*. The SSPS fields reviewed included the Regents/TOPS Core Curriculum Flag, Regents/Tops Core Grade Point Average (GPA), Overall High School GPA, Admissions Composite, and Math and English Placement Test Scores.

Methodology:

Due to health concerns and restrictions necessitated by COVID-19, Audit did not perform physical site visits. BoR auditors held meetings and conducted interviews with university admissions and enrollment staff via virtual communication to discuss the scope and objectives of the current audit. Supporting documentation, institutional policies, and data were reviewed to determine compliance with applicable SSPS reporting specifications and Academic Affairs Policy 2.18, *Minimum Placement Requirements for Entry-Level, College-Level Mathematics and English*.

Executive Summary:

Of the six institutions reviewed, McNeese State University's, Nicholls State University's, and Southeastern Louisiana University's Fall 2020 admissions data for first-time freshmen did not contain material inconsistencies within the sampled data. Louisiana Tech University's (LA Tech's) SSPS submission contained errors resulting from material weaknesses in controls over admissions data reporting. The University of Louisiana at Monroe (ULM) did not properly report Accuplacer scores when necessary to determine admissions and placement decisions. Louisiana State University of Alexandria (LSUA) did not ensure accurate reporting of certain admissions fields in its SSPS submission.

Audit Summary Results:***McNeese State University (MSU), Nicholls State University (NSU), and Southeastern Louisiana University (SLU)***

For the institutions listed above, the Fall 2020 first-time freshman admissions samples of data did not contain any material exceptions. While audits identified minor inconsistencies, there were no indications of larger material weaknesses in SSPS reporting. Therefore, the BoR did not recommend data resubmissions for these three institutions.

Louisiana Tech University**Material Weakness in Controls Over Admissions Data Reporting**

Louisiana Tech University (LA Tech) did not have the proper controls in place to ensure accurate admissions data were reported through the BoR's Statewide Student Profile System (SSPS) for the Fall 2020 semester. In a random sample of thirty first-time freshmen, auditors noted among admissions reporting the following error rates: BoR Core Curriculum Flag - 27%, High School Grade Point Average (GPA) - 7%, Regents Core Grade Point Average (Core GPA) - 90%, Composite Test Score - 7%, Placement English Test Score - 37%, and Placement Math Test Scores - 23%. LA Tech's data capture and reporting procedures were inconsistent with SSPS specifications, which resulted in inaccurate reports in the LA Tech Fall 2020 submission. If corrections are not made the BoR will be unable to rely on LA Tech's data to conduct an exception rate audit in subsequent years.

Recommendation: Louisiana Tech University must immediately correct data reports and implement additional internal controls to ensure accuracy in compliance with Statewide Student Profile System (SSPS) specifications. Additionally, Louisiana Tech University should resubmit the corrected Fall 2020 SSPS data to the BoR timely.

Management's Response: Louisiana Tech University's President concurred with the observation and recommendation in Appendix 1. The Associate Vice President for Institutional Effectiveness, Research, and Planning will be responsible for implementing corrective action, which will be completed by November 30, 2021.

University of Louisiana at Monroe**Noncompliance in Reporting Admissions Placement Scores**

The University of Louisiana at Monroe (ULM) did not have adequate controls in place to ensure Accuplacer scores were properly reported when necessary to determine admissions and placement decisions. ULM's Admissions Office enters test scores necessary for admissions and placement decisions into the student information system and determines student placement. However, the institution's query, which aggregates student data for submission to SSPS, did not insert Accuplacer scores when used for placement decisions, resulting in noncompliance with SSPS reporting specifications.

Recommendation: University of Louisiana at Monroe must immediately correct data reports and implement additional internal controls to ensure accuracy in compliance with Statewide Student Profile System (SSPS) specifications. Additionally, the University of Louisiana at Monroe should submit the corrected Fall 2020 SSPS data to the BoR timely.

Management's Response: University of Louisiana at Monroe's President concurred with the observation and recommendation in Appendix 2. The Director of University Planning and Analyses will be responsible for implementing corrective action, which will be completed by November 30, 2021.

Louisiana State University of Alexandria

Noncompliance with Statewide Student Profile System Reporting Specifications

Louisiana State University of Alexandria (LSUA) did not have adequate controls in place to ensure correct admissions test types, SAT admissions composite scores, and, in some cases, non-STS student Core Grade Point Averages (Core GPA) were reported accurately to the BoR. LSUA's Admissions Office enters information necessary for admissions and placement decisions into their student information system. Errors in the query used to aggregate and report SSPS data to BoR resulted in noncompliance with SSPS reporting specifications in fields for admissions test types, admissions test composite scores, and Core GPA.

Recommendation: Louisiana State University of Alexandria must immediately correct data reports and implement additional internal controls to ensure compliance with Statewide Student Profile System (SSPS) specifications. Additionally, Louisiana State University of Alexandria should submit the corrected Fall 2020 SSPS data to the BoR timely.

Management's Response: Louisiana State University of Alexandria's Chancellor concurred with the observation and recommendation in Appendix 3. The Vice Chancellor for Enrollment Management and the Director of Institutional Research and Effectiveness will be responsible for implementing corrective action, which will be completed by December 1, 2021.

Staff Recommendation:

Senior Staff recommends the Academic Affairs committee receive the Fall 2020 Admissions Audit report.



LOUISIANA TECH UNIVERSITY

OFFICE OF THE PRESIDENT

November 3, 2021

Louisiana Tech University

Response: Material Weakness in Controls Over Admissions Data Reporting

The Board of Regents (BoR) Audit and Compliance division completed the Fall 2020 Admissions review at Louisiana Tech University. The review identified proper controls were not in place to accurately report the BoR Core Curriculum Flag, High School Grade Point Average, Regents Core Grade Point Average, Composite Test Score, Placement English Test Score, and Placement Math Test Score.

The BoR recommended Louisiana Tech University resubmit the Fall 2020 SSPS data and implement additional internal controls to ensure compliance with the Statewide Student Profile System (SSPS).

Louisiana Tech University concurred with the findings and identified that

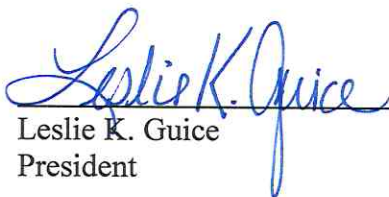
- a. the data coming from the mainframe contained the highest Composite Test Scores with the corresponding English and Math Placement Test Scores. The code did not contain the controls to identify each of the highest English and Math Test sub-scores. The students included in the Admission's Fall 2020 Sample provided by the BoR were used to verify that the data was correct in the mainframe and the data warehouse.
- b. the data related to BoR Core Curriculum Flag, High School Grade Point Average, and Regents Core Grade Point Average were only loaded at the beginning of the quarter. The Admission's Office continues to update these scores throughout the Fall Quarter. The data warehouse was not capturing these updates. The students included in the Admission's Fall 2020 Sample provided by the BoR were used to verify that the data was correct in the mainframe and the data warehouse.
- c. The following corrective action plan has already been implemented:
 1. The code was modified by the Computing Center to identify the highest Composite Test Score as well as the highest English and Math Placement sub-scores and include these in the data files loaded to the data warehouse.
 2. The tables in the data warehouse containing the BoR Core Curriculum Flag, High School Grade Point Average, and Regents Core Grade Point Average are now scheduled be loaded at the beginning and end of each quarter.

The following corrective action plan will be implemented by November 30, 2021.

3. In addition to numbers 1 and 2 above,
 - a. Supplemental data (BoR Core Curriculum Flag, High School Grade Point Average, and Regents Core Grade Point Average) will be loaded for the current and previous quarter. For example, Fall Quarter data will be loaded again at the beginning and the end of the Fall Quarter, **and** it will also be loaded at the beginning and end of the subsequent Winter Quarter.
 - b. Prior to submission of the BoR SSPS file, the supplemental data will be manually loaded to the warehouse.
 - c. A random sample of students will be selected to verify that the BoR Core Curriculum Flag, High School Grade Point Average, Regents Core Grade Point Average, Composite Test Score, Placement English Test Score, and Placement Math Test Score match in the mainframe and data warehouse.
 - d. The BoR SSPS file will be generated, and any errors/missing data will be corrected in the mainframe by the Admission's Office.
 - e. Upon correction of all errors in the mainframe, the supplemental data will be manually uploaded again to generate the final BoR SSPS file. This will allow for the most recent data to be loaded to the warehouse prior to submission of the BoR SSPS file.

Dr. Sangam Mulmi and Dr. Sheryl Shoemaker are the responsible persons for the corrective action.

The corrective action plan and resubmission of the Fall 2020 SSPS data submission will be completed by November 30, 2021.



Leslie K. Guice
President



Office of the President

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November 16, 2021

Elizabeth K. Bourgeois, CIA, CISA, MBA
Assistant Commissioner for Audit and Compliance
Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677

Re: Fall 2020 Admissions Review at University of Louisiana at Monroe

Dear Ms. Bourgeois,

After reviewing your November 9th draft, I concur with your observation and recommendation and submit the following corrective action plan.

Observation: Noncompliance in Reporting Admissions Placement Scores

We have completed the following as of November 16, 2021:

Identified the root cause of the problem to be a mistake in the coding that aggregates the Statewide Student Profile System (SSPS) report.

Corrected the logic for ranking and pulling admissions and placement scores.

We plan to do the following by November 30, 2021:

Complete and test the new code that aggregates SSPS to ensure it is working correctly.

Submit a corrected Fall 2020 SSPS report to the Board of Regents.

Jason Constant, Director of University Planning and Analysis, will be the person responsible for ensuring the corrective action plan is implemented. We anticipate the corrective actions will be implemented by November 30, 2021.

Sincerely,

A handwritten signature in red ink that reads "Ronald Berry".

Ronald L. Berry, D.B.A.
President

#TAKEFLIGHT

Office of the Chancellor
(318) 473-6444 • Fax: (318) 473-6480



8100 Highway 71 South
Alexandria, LA 71302-9121

November 18, 2021

Elizabeth Bourgeois
Assistant Commissioner for Audit and Compliance
Louisiana Board of Regents
1201 N 3rd Street, #6
Baton Rouge, LA 70802

Dear Ms. Bourgeois,

We would first like to thank you and your team for your work on the Fall 2020 Admissions review that was recently completed.

Below you will find our responses to the audit finding. We have outlined our corrective actions, along with timeline and follow-up measures. Please let us know what other, if any, actions need to be taken.

Corrective Actions:

To correct the accurate reporting of admissions test types and SAT admissions composite scores, Scott Colley, Director of Institutional Research and Institutional Effectiveness, has reviewed and already made changes to the file layout of SPSS data and will submit corrected data to the Board of Regents by December 1, 2021.

To correct the inconsistencies of reported non-STS student Core Grade Point Averages, Shelly Gill, Assistant Vice Chancellor for Enrollment Management, will add columns to the high school transcript evaluation form that will capture grade, units and quality points of each Core Class. This will ensure the Core GPA is calculated correctly. The additions to the high school evaluation form and training of staff will take place the week of November 29, 2021. All Fall 2022 applications will be reviewed again using the new evaluation form.

Again, thank you for your assistance in these matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Coreil", is written over a light gray background.

Paul Coreil, Ph.D.
Chancellor