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BOARD OF REGENTS

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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, September 21, 2022
10:25 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Routine Staff Approvals
 - B. State Authorization Reciprocity Agreement (SARA) State Renewal (Louisiana)
- IV. 2022 Academic Planning
- V. Revised Minimum Admissions Standards
- VI. Other Business
- VII. Adjournment

Committee Members: Blake R. David, Chair; Stephanie A. Finley, Vice Chair; Wilbert D. Pryor; Gary N. Solomon, Jr.; Terrie P. Sterling; Judy A. Williams-Brown; Catarena M. Lobré (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Routine Academic Requests & Staff Approvals

Institution	Request
LA Tech	Request to change the degree title of the MA Speech (CIP 09.0101) to the MA Communication Studies. Approved.
Southeastern Louisiana U	Request to offer the Master of Business Administration (MBA) (CIP 52.0201) 100% online. Approved.
SUNO	Request to offer the BA in Psychology (CIP 42.0101) and BA in Public Administration (CIP 44.0401) 100% online. Approved.
Delgado	Request to change the CIP code Computer Information Technology (CIP 11.0301) to (CIP 11.0103) to better align with the program's revised curriculum. Approved.

Agenda Item III.B

NC-SARA Application for State Membership Renewal 2022

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. It is intended to make 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. The SARA application process, through which a state is required to identify its regional compact, ensures that each institution meets the uniform standards established for participation in the interstate reciprocity agreement.

Current membership in SARA now includes 49 states, the District of Columbia, the U.S. Virgin Islands, and Puerto Rico. State membership renewal is required every two years after the initial approval.

Act 13 of the 2014 Regular Session of the Louisiana Legislature authorized the Louisiana Board of Regents to seek SARA membership on behalf of the State of Louisiana. In October 2014, Louisiana's initial application for SARA membership was approved by the Southern Regional Education Board (SREB) and the National Council for State Authorization Reciprocity Agreements (NC-SARA), effective December 2014. This year marks Louisiana's 4th renewal with NC-SARA.

STAFF RECOMMENDATION

Senior Staff recommends approval of the 2022 Renewal Application for Louisiana's Participation in NC-SARA and authorization for staff to submit the 2022 Renewal Application to the Southern Regional Education Board (SREB) for final approval to continue membership in NC-SARA.

AGENDA ITEM IV.
2022 Academic Planning

Background Information

The Louisiana Constitution of 1974 gives the Board of Regents the responsibility to approve, disapprove, or modify all existing and proposed degree programs and administrative units of Louisiana's public colleges and universities. In October 2021, Regents approved revisions to Academic Affairs Policy 2.04: Academic Planning and Degree Program Proposals (AA 2.04) aimed at improving the efficiency and effectiveness of the program proposal process. These revisions include the creation of an annual academic planning process requiring that all institutions submit a three-year academic plan that provides a list of intended new programs at the associate level and above along with other relevant information on recently approved programs, low completer programs, and planned program terminations.

Staff Summary

Process

Policy requires that a three-year academic plan be developed annually by each public institution in the state. This year's plans underwent review and approval at the system level and were then submitted to Regents for assessment. Plans were then circulated to Chief Academic Officers (CAOs) statewide and a representative from Louisiana Economic Development for review and comment.

This process replaces the previous Letter of Intent process, in which new programs arrived for approval one-by-one. Unlike the new method, that process did not afford any opportunity for any long-term insight or state-wide strategy based on employment trends.

This spring, institutions were provided with an academic plan template requiring an executive summary, a list of planned new programs, a review of recently approved degree programs, programs with a low number of graduates, and planned program terminations. For this first year of implementation of the new academic planning process, institutions were permitted to submit a list of planned programs for just one year.

Planned New Programs

The purpose of institutional academic planning is to facilitate the efficient statewide coordination of academic degree program offerings. The annual academic planning process provides the opportunity for collaboration among institutions, encourages innovation in program design to meet employer and student needs, and minimizes unnecessary program duplication.

A list of planned new degree programs for the coming year is enclosed in Attachment A.

Board staff reviewed the proposed program list, in consultation with Louisiana Economic Development, and supplemented those discussions with Academic Affairs' detailed gap analysis. The gap analysis was based on real-time position postings and current and forecasted employment data provided by Lightcast, a national data market labor company that partners with higher education entities. We carried out the analysis both at the state and the Regional Labor Market Area (RMLA) level.

The analysis of Lightcast data sheds light not only on statewide needs, but also on specific regional foci. The analysis provides insight into needed occupations, together with those areas of skill and knowledge that are in specific current demand in certain areas of the state.

Based on that gap analysis, the programs that comprise this year's academic plans will make a positive contribution to the needed educational capacity surfaced by this analysis in each region and across the state. Once created, the programs will serve critical statewide needs such as Healthcare, Teaching, Web

and Software Development, Cybersecurity, and Data Science. They will also fill important regional needs, such as Nursing, Counseling, and Engineering.

Academic Affairs staff will make the labor-market analysis available to management board staff and leadership at each institution. The analysis will be available to be utilized as part of the upcoming year's Academic Planning work, and also during the creation process for programs that will be proposed for approval during this coming year. BOR is also providing institutions with their own access to the Lightcast platform going forward.

This year's Academic Planning process highlights a variety of ways in which our institutions might partner in the creation of new educational experiences. This coming year the Academic Affairs team will facilitate regional cross-system discussions to explore how new partnerships might strengthen existing and future planning.

Subject to this Board action, each of the 52 proposed programs will submit their full proposal documents, during the coming year. These proposal documents will contain detailed information about employment trends as well as how the curriculum will meet the needs of that industry sector. Board members will utilize these full proposals to inform their final approval decisions.

Review of Existing Programs

Institutions were asked to consider their full inventory of programs, especially new programs not meeting enrollment targets. Institutions were also required to provide updates on the performance of recently approved programs, plans for low completer programs, and requested program terminations.

- **Recently Approved Programs**

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. Staff evaluate program enrollment, completion, accreditation, and other related factors. When new programs are not succeeding as expected, Regents staff work directly with institutions to determine whether action can be taken to improve program performance or if the program should be terminated.

Institutions submitted five years of enrollment and completer numbers when available for those newly approved programs that still require regular progress reporting. Attachment B includes a list of those programs deemed to have met expectations for a sustainable program and those that are making satisfactory progress based solely on enrollment and completion. All other programs with progress report requirements will submit regular full reports as scheduled.

- **Terminations**

Eleven institutions submitted requests to terminate a total of fourteen programs at or above the associate level. Most of these requests resulted from institution review of programs with low enrollment and completion numbers. Other terminations reflect adjustments in institutional offerings to ensure program alignment with student and employer needs and standards in their respective fields. Attachment C is a list of these program termination requests.

- **Low Completer Programs**

Regents sets thresholds for the number of graduates various degree program types are expected to produce to be considered viable. Those programs that do not meet those thresholds, excluding new programs still in the implementation phase, are considered low completer programs. The thresholds are as follows:

Completer Thresholds (3 yr avg)	
Associate, Bachelor's, Ugrad Level Certs.	8 STEM, 10 non-STEM
Master's, Grad Level Certs.	5 STEM, 6 non-STEM
Doctorate, Post-Doc Level Certs.	2 STEM, 2.5 non-STEM

Institutions were required to provide a full list of all low completer programs along with justification for keeping the programs and plans to increase enrollment and completion. Staff will work directly with each institution on the full evaluation of low completer programs over the coming months.

Staff Analysis

The academic planning process has proven useful in analyzing the statewide and regional perspectives on the development of new academic degree programs. The inclusion of the review of recently approved programs and those programs that are not producing graduates as expected provide the institution, systems, and Regents with a fuller picture that facilitates planning to strengthen the state’s program inventory. The planning process, including the statewide review of the plans, has revealed opportunities for collaboration and partnership between the state’s two- and four-year institutions.

The academic plans submitted this year were created in collaboration with industry partners and are based on workforce demand. In the time since the plans were developed, institutions have gained access to robust workforce data through Lightcast, which will allow more in-depth workforce demand analysis during the planning process. Regents will work with systems and institutions to support engagement with Regional Economic Development Organizations (REDOs). Regents staff will also continue to work with institutions to facilitate collaboration through the planning process to identify opportunities for partnership early in the planning process.

STAFF RECOMMENDATION

Senior Staff recommends the Board take the following actions on the 2022-2023 institutional academic plans:

- **Receive and accept the year one list of planned new degree programs.**
- **Receive and accept the progress report on recently approved programs.**
- **Approve the requested program terminations.**

Attachment A – Planned New Programs Year 1 (2022-2023)

RLMA	Institution	Program Name	High Need Field
1	Delgado	AAS Invasive Vascular Technology	Healthcare
		AAS Health Navigator	Healthcare
	LSUHS-NO	MS Medical Sciences	Healthcare
		PhD Biomedical Sciences	Healthcare
		PhD Counselor Education & Supervision	Social Service
	Nunez	AAS Emergency Medical Technology/Technician	Healthcare
	SUNO	BS Cardiopulmonary Science	Healthcare
		BS Cybersecurity	IT
		BS Data Science	IT
		BS Elementary Education(1-5)	Education
UNO	BS Criminal Justice Management	Social Service	
	BSN Nursing	Healthcare	
2	BRCC	AAS Athletic Training Technician	Healthcare
		AAS Occupational Therapy Assistant	Healthcare
		AAS Physical Therapy Assistant	Healthcare
		AAS Respiratory Therapy Technician	Healthcare
	LSU A&M	BA Chemistry	
		BM Music Therapy	Social Service
		BS Plant Health Management	
		ME Chemical Engineering	
		MS Architecture	
	NTCC	None	
	RPCC	AAS Criminal Justice	Social Service
	Southeastern	MS Occupational Safety, Health, and Environment Management	
		MS Physician Assistant Studies	Healthcare
		MSW Social Work	Social Service
	SU Law	None	
SUBR	DPP Doctor of Public Policy	Social Service	
	PsyD Doctor of Psychology	Social Service	
3	Fletcher	AAS Computer Information Systems	IT
		AAS Cyber Security	IT
	Nicholls	BS Civil and Geospatial Engineering	Engineering
		BS Engineering Technology	Engineering
BS Information Technology		IT	
4	LSUE	None	
	SLCC	None	
	ULL	MID Master's in Interior Design	
5	McNeese	None	
	SOWELA	None	
6	CLTCC	None	

RLMA	Institution	Program Name	High Need Field
7	BPCC	PAC Diagnostic Medical Vascular Sonographer Certification	Healthcare
	GSU	MS Environmental Sustainability	STEM
		BS Governmental and Administrative Affairs	
	LATECH	DETM Doctorate in Engineering and Technology Management	Engineering
	LSUHSC - S	PhD Pathology and Translational Pathobiology	Healthcare
	LSUS	BFA Media Studies	
		BS Data Science	IT
	NLTCC	AAS Practical Nursing	Healthcare
Northwestern	BS Sport and Recreation Management		
	MSW Social Work	Social Service	
SUSLA	AA Visual and Performing Arts		
8	LDCC	AAS Precision Agricultural Technology	
		AAS Technical Studies	
	ULM	BAS Medical Laboratory Sciences (MLS)	Healthcare
		BS Diagnostic Medical Sonography (DMS)	Healthcare
		BS Earth System Science	
MPH Community Health Sciences	Social Service		

Attachment B – Progress Reports

The following recently approved degree programs have demonstrated strong enrollment, have met or exceeded minimum completion threshold requirements, and are on track to meet accreditation requirements if applicable. No further reporting is required for these programs.

- BA Screen Arts, LSU A&M
- BSW Social Work, LSU A&M
- BS Criminal Justice, Nicholls State U
- BS Educational Studies, Southern U New Orleans
- BS Forensic Science, Southern U New Orleans
- BSME Mechanical Engineering, McNeese State U

The following recently approved programs have demonstrated satisfactory progress through enrollment and completion growth since program implementation. The next report for these programs will be due October 1, 2023.

- BA Art and Design, LSU A&M
- BA World Languages, Southeastern Louisiana U
- BAAS Applied Arts and Sciences, LSU Alexandria
- BFA Dance, Northwestern State U
- BFA Production and Design, Northwestern State U
- BGS General Studies, Grambling State U
- BS Accounting, LSU Alexandria
- BS Computer Science, LSU Alexandria
- BS Mass Communication, LSU Alexandria
- BS Safety Management, Nicholls State U
- BSChE Chemical Engineering, McNeese State U
- MS Agricultural and Extension Education, LSU A&M
- MS Child and Family Studies, LSU A&M
- MS Child Life, Southeastern Louisiana U
- MS Sport Management, LSU A&M
- DDes Cultural Preservation, LSU A&M
- PhD Agricultural and Extension Education, LSU A&M
- PhD Anthropology, LSU A&M
- PhD Biological Engineering, LSU A&M
- PhD Geography, LSU A&M

All other new programs will be required to submit detailed progress reports according to the standard process and schedule.

Attachment C – Program Terminations

- Bossier Parish Community College
 - AAS Care and Development in Young Children
 - AAS Construction & Technology Management
- Louisiana Delta Community College
 - AAS Forensic Science and Technology
- Louisiana State University A&M
 - GC Workforce Development
- Louisiana State University Health Sciences Center – New Orleans
 - DSN Doctor of Nursing Science
- Louisiana State University Health Sciences Center – Shreveport
 - MOT Master of Occupational Therapy (transitioning to Doctoral level)
- Southern University A&M
 - BS Electronics Engineering
- McNeese State University
 - PBC Strategic Corporate Communication
 - PBC Middle School Education Grades 4-8
- Nicholls State University
 - MAT Middle School Education - Grades 4-8
- Northwestern State University
 - BAS Resource Management
- Southeastern Louisiana University
 - PMC Family Nurse Practitioner
 - BS Athletic Training (transitioning to MS Athletic Training)
- University of Louisiana at Lafayette
 - BS Dietetics

AGENDA ITEM V.

Revised Minimum Admissions Standards

Background Information

Staff Summary

The Board of Regents considered the Revised Minimum Admission Standards item at its August meeting. Those proposed revisions expanded admissions opportunities by creating new pathways for students that utilize early college credits, but also proposed to remove two provisions of the existing policy.

While members approved the creation of the new pathways and the removal of the corequisite pilot language, the Board voted to defer consideration of the remaining provision's removal until its September meeting, so that additional information could be gathered from LSU.

Staff Analysis

While LSU institutions do have existing programs that serve incoming first-year students in the summer, they do not currently have an "access" summer bridge program designed specifically to serve students who do not meet the institution's admission standards. The summer bridge programs that LSU A&M currently offers serve two different purposes for students who are admitted under the regular admission criteria.

The LSU Summer Scholars program is a seven-week summer bridge program designed to prepare selected academically talented underrepresented students to make a successful transition from high school to the University. This summer experience offers students the opportunity to become adjusted to the academic, personal, and social challenges they may encounter at LSU. Students are provided with a structured environment conducive to building the fundamental skills necessary to enhance the likelihood of successful completion of a baccalaureate degree. In addition to tutoring, students attend academic and leadership development workshops, receive extensive academic counseling, and participate in social and cultural activities. Students selected as LSU Summer Scholars are awarded a summer-only scholarship that covers tuition, housing, and a meal plan. The Summer Scholars program does enroll students in six hours of college credit but is aimed at talented underrepresented students who meet regular admission requirements.

The Pre-Scholars Academy offers a three-week summer experience that allows students who have not yet reached their full scholastic potential to overcome any barriers to college success and become acclimatized to college life. While this experience offers valuable programming that smooths the transition of incoming first-year students, it does not involve credit-bearing coursework, and once again is only available to students who have been regularly admitted. This program utilizes institutional funds to provide services without costs to those students who are selected for participation.

Currently LSU A&M utilizes the fall bridge provision to provide an access pathway to students who do not meet the regular admission criteria.

According to LSU A&M, in Fall 2020, the campus admitted 464 students who did not meet regular admission requirements using the fall bridge admissions provision. Of those, 242 students were able to meet the course and grade requirements to have their exceptional status removed. The remaining 222 did not meet those requirements.

Further, LSU A&M reported that in Fall 2021, the campus admitted 619 students who did not meet regular admission requirements using the fall bridge admissions provision. In that year, 277 students were able to meet the course and grade requirements to have their exceptional status removed, leaving 342

students who did not meet those requirements.

LSU A&M has requested the removal of the fall bridge provision be effective in Fall 2024. This postponement is being requested by the campus for two reasons – to provide time for the creation of a new summer bridge program designed to serve students who do not meet LSU admissions standards and to provide time for the campus to raise funds to provide student success support, and financial support for low-income students who might utilize this new pathway. The Academic Affairs team has connected LSU with the leaders of exemplar national access summer bridge programs, who have agreed to assist LSU A&M in the creation of this new program.

STAFF RECOMMENDATION

Senior Staff recommends the removal of the provision that does not count students as exceptions if they meet certain GPA and course requirements effective Fall 2024.