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**BOARD OF REGENTS**

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**AGENDA**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Wednesday, December 14, 2022  
12:15 p.m.

Claiborne Building, 1<sup>st</sup> Floor  
Thomas Jefferson Rooms A&B 1-136  
1201 North Third Street  
Baton Rouge, LA 70802

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
  - A. Routine Staff Approvals
- IV. Academic Programs
  - A. AAS Criminal Justice – River Parishes CC
  - B. AAS Practical Nursing – Northwest Louisiana TCC
- V. Policies
  - A. Addition of the Nexus Degree to AA 2.15 Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates
  - B. Revised AA 2.22 Dual Enrollment
  - C. Addition of Standardized AP/CLEP Scores to AA 2.23 Prior Learning Assessment
- VI. Reports
  - A. 2021-22 Report: Articulation and Transfer
- VII. Other Business
- VIII. 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
Grambling State U	Request to offer the Bachelor of Arts (BA) in History (CIP 54.0101) and the Bachelor of Science (BS) in Kinesiology (CIP 13.1314) 100% online. <b>Approved.</b>
McNeese State U	Request to change the title for the BS in Health and Human Performance, General to BS Health and Human Performance to be more consistent with the curriculum and make the program more marketable. <b>Approved.</b>
McNeese State U	Request to change the following CIP codes to better align with new CIP codes issued by National Center for Education Statistics (NCES): <ul style="list-style-type: none"><li>• Post-Baccalaureate Certificate (PBC) in Special Education Mild/Moderate for Elementary Education Grades 1-5 from 13.1001 to 13.1017</li><li>• PBC in Special Education Mild/Moderate for Secondary Education Grades 6-12 from 13.1001 to 13.1019</li></ul> <b>Approved.</b>
LSU Health Sciences Center New Orleans	Request to change the following names: <ul style="list-style-type: none"><li>• Department of Clinical Lab Science to Department of Medical Lab Science</li><li>• BS Medical Technology to BS Medical Lab Science</li><li>• Master of Health Sciences (MHS) in Rehab and Counseling to MHS in Counseling.</li></ul> All changes are to reflect industry standard terminology and program content. <b>Approved.</b>
LSU Shreveport	Request for approval to establish the following Graduate Certificates (GC) <ul style="list-style-type: none"><li>• GC in Nonprofit Administration (CIP 52.0206)</li><li>• GC in Occupational Physiology (CIP 26.0901)</li></ul> Progress report due June 1, 2024. <b>Approved.</b>
UL Lafayette	Request to change the CIP code for the Master of Architecture (M ARCH) from 04.0201 to 04.0902 to reflect the program's content more accurately. <b>Approved.</b>

## AGENDA ITEM IV.A.

### Proposed Associate of Applied Science in Criminal Justice River Parishes Community College

#### **Background Information**

River Parishes Community College (RPCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Criminal Justice. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution's 2022 Academic Plan.

#### **Staff Summary**

The proposed AAS in Criminal Justice provides a foundation in criminological, sociological, and psychological ideas as it relates to criminal justice. Graduates will gain the knowledge, technical skills, and communication skills necessary to meet the demands in occupations such as law enforcement, criminological research, crime analysis, the courts, adult and juvenile justice, and public safety. The proposed program was developed in response to a request from the Ascension Parish Sheriff's Office for more trained officers. The current Sheriff, himself a graduate of RPCC, has pledged his full support of the program and plans to partner with the college to assist with recruiting efforts and to provide hands-on training within the core coursework. The program is designed with a number of transferrable courses which will allow the student flexibility to either enter the workforce upon completion of the program or continue their educational pursuits at a four-year institution.

#### **1. Value:**

- a. Workforce Demand and Job Opportunities: RPCC anticipates the program will serve as a direct pipeline into the Ascension Parish Sheriff's Office. Information below is from the Louisiana Workforce Commission (LWC) and the US Department of Labor Occupational Information Network (O\*Net).

Occupation	Star Rating <sup>1</sup>	LA Annual Job Openings <sup>2</sup>	Annual Growth (2020-2030) <sup>2</sup>	Typical-level Salary <sup>1</sup>	Experienced Salary <sup>1</sup>
Police/Sheriff	****	1000	9%	\$40,000	\$59,000
Correctional Officer	***	690	-5%	\$49,600	\$77,000
Detective/Investigator	***	130	5%	\$47,000	\$126,000

<sup>1</sup>Source – LWC

<sup>2</sup>Source – O\*Net

- b. Curriculum Alignment with Employer Needs: RPCC worked directly with the Ascension Parish Sheriff's Office to develop the program, its curriculum, and student learning outcomes. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly aligns with those identified by the US Department of Labor for police officers and related professions.
- c. Same or Similar In-State Programs: RPCC, along with other community colleges in their region, currently have transferrable degrees or concentrations in Criminal Justice. There is no program offered in the immediate region with an AAS in Criminal Justice designed to allow students to

immediately enter the workforce upon completion.

- d. **Student Enrollment and Completion:** Enrollment and completer data are based on enrollment in similar community college programs statewide as well as the average number of applicants in RPCC's Criminal Justice concentration within their AALT (Associate of Arts Louisiana Transfer) program.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	30	40	50	60
TOTAL Estimated Program Graduates	0	10	20	35

2. **Resources:** The approximate cost of the proposed program represents the salary and related benefits associated with hiring a full-time Criminal Justice professor and subscription costs for library resources to support the new program.

	Current	Needed	Additional Costs
<b>Faculty</b>	RPCC currently employs the faculty needed to teach the required general education courses and some core courses.	RPCC plans to hire one new full-time Criminal Justice faculty member.	\$65,000/yr.
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	Library subscription costs needed to support the new program.	\$8,000/yr.
<b>Student Support</b>	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 program will begin as face-to-face with plans of expanding to a 100% online program within 3 years of implementation.
- **Affordability:** Many of the courses in this program are transferrable. The college's prior learning policy will allow students with law enforcement experience to potentially earn credit for courses. Several general education courses required for this program currently use OER.
- **Partnerships:** RPCC plans to partner with the Ascension Parish Sheriff's Office for assistance with recruiting and to provide hands-on training within certain courses.
- **Work-based Learning:** There are no paid internships or apprenticeships included in this program but the Ascension Parish Sheriff's Office plans to incorporate hands-on experiences in some core coursework.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** Underserved populations will be able to complete this program and go straight to work, thus allowing them to quickly enter the workforce.

### **Staff Analysis**

The proposed AAS in Criminal Justice will allow RPCC to assist with meeting the needs of law enforcement in its region while expanding educational options for graduates with the inclusion of transferrable general

education courses. RPCC's partnership with the Ascension Parish Sherriff's Office will ensure program content meets employer needs and supports employment of graduates.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Criminal Justice (CIP 43.0104) at River Parishes Community College, with a progress report due June 1, 2024.**

## AGENDA ITEM IV.B.

### Proposed Associate of Applied Science in Practical Nursing Northwest Louisiana Technical Community College

#### **Background Information**

Northwest Louisiana Technical Community College (NLTCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Practical Nursing. The proposal was approved by the Louisiana Community and Technical College System (LCTCS) and then submitted to Regents for consideration. The proposal was then favorably reviewed by Chief Academic Officers statewide. The proposed program was included on the institution's 2022 Academic Plan.

#### **Staff Summary**

The purpose of the Associate of Applied Science in Practical Nursing is to serve students who are interested in pursuing a career in nursing by preparing students to meet the licensure requirements to become a Licensed Practical Nurse (LPN), and by offering additional coursework in the curriculum that will allow them to continue their education. The proposed 76 credit hour program consists of both classroom instruction and supervised clinical activities. The program was developed to support transfer to local universities and promote completion of a BSN degree. Students enrolled in the AAS Practical Nursing program will take courses that directly transfer to an associate or bachelor's RN program.

#### **1. Value:**

- a. Workforce Demand and Job Opportunities: LPN is one of the fastest growing job markets as the overall need for health services is expected to continue to increase. The AAS PN degree can also lead to an ASN or BSN degree and Registered Nurse licensure. Information below is from the Louisiana Workforce Commission (LWC) and the US Department of Labor Occupational Information Network (O\*Net).

Occupation	Star Rating <sup>1</sup>	LA Annual Job Openings <sup>2</sup>	Annual Growth (2020-2030) <sup>2</sup>	Typical-level Salary <sup>1</sup>	Experienced Salary <sup>1</sup>
Licensed Practical and Vocational Nurses	****	1480	2%	\$40,000	\$50,500
Registered Nurses	*****	2270	2%	\$64,044	\$85,905

<sup>1</sup>Source – LWC

<sup>2</sup>Source – O\*Net

- b. Curriculum Alignment with Employer Needs: NLTCC's Allied Health department participates in a bi-yearly Occupational Advisory Committee (OAC) which includes members from local business and industry. The OAC evaluates workforce data and regional needs to determine program demand, curriculum development, and student learning outcomes. The knowledge, skills, and abilities (KSAs) incorporated into the course content directly aligns with those identified by the US Department of Labor for LPNs and related professions.
- c. Same or Similar In-State Programs: SOWELA, CLTCC and SLCC recently received approval to offer the AAS in Practical Nursing (PN). NLTCC's proposed AAS will be only the second of its kind (along with BPCC) to serve the northern region of the state and surrounding communities in dire need of well-trained nurses. The program also affords students who have previously earned a technical

diploma (TD) the opportunity to return and complete the general education courses to earn the AAS.

- d. **Student Enrollment and Completion:** The proposed program is an expansion of the college's TD in Practical Nursing. Enrollment and completion data below were based on the data from this related program.

	Year 1	Year 2	Year 3	Year 4
TOTAL Estimated Program Enrollment	10	20	27	32
TOTAL Estimated Program Graduates	0	5	10	15

2. **Resources:** The program does not anticipate any additional costs to offer the program since existing faculty and courses in place will support the program.

	Current	Needed	Additional Costs
<b>Faculty</b>	Program can be implemented with current faculty.	None projected.	\$0
<b>Physical (Facilities, Equipment, Library, &amp; Technology)</b>	Existing facilities are adequate to support the program.	No additional resources projected.	\$0
<b>Student Support</b>	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:** Mode of delivery for general education courses will be hybrid. Instruction for the Practical Nursing core courses will continue as approved by the LSBPNE as hybrid.
- **Affordability:** The use of open education resources will be utilized throughout each course to increase affordability to the student. In addition, transfer articulation and prior learning assessment will be assessed and accepted as applicable for each course.
- **Partnerships:** NLTCC has an established articulation agreement with NSU for the transfer of general education courses. The college also partners with the following healthcare facilities for advisory and clinical purposes: Minden Medical Center, Claiborne Memorial, Willis Knighton, Christus Schumpert, Commcare, Nexion Health, Presbyterian Village, Vivian Health, DeSoto Regional, and Ochsner.
- **Work-based Learning:** Clinical externships/rotations will continue for Practical Nursing core courses based on college curriculum and policy.
- **Other program attributes that contribute to closing the achievement gap with underserved populations:** The general education courses will allow students a direct pathway to pursue an ASN or BSN degree more quickly and seamlessly following completion of the Practical Nursing AAS. Additionally, the AAS degree will make the Practical Nursing graduate more marketable to healthcare employers as a pathway toward degree advancement to Registered Nurse.

**Staff Analysis**

NLTCC has requested to add the AAS of Practical Nursing to help support its goal of preparing graduates for entry-level employment as well as the opportunity to pursue additional educational credentials. The program will serve an important employer need for the northwest region of the state while providing students options for immediate employment or further education.

**STAFF RECOMMENDATION**

**Senior Staff recommends conditional approval of the proposed Associate of Applied Science in Practical Nursing (CIP 51.3901) at Northwest Louisiana Technical Community College, with a progress report due June 1, 2024.**

## **AGENDA ITEM V.A.**

### **Addition of Nexus Degree to Academic Affairs Policy 2.15 Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates**

#### **Staff Summary**

The nexus degree was developed in Georgia to act as a workforce need driven alternative to the existing associate degree and baccalaureate degree. A nexus degree is a degree program that combines specialized academic curricular content, including upper division or junior level courses, in a high demand career field along with a significant work-based learning component. In addition to being a standalone entry level degree, a nexus degree may be earned in combination with a traditional bachelor's degree or by a student who has already earned an associate or bachelor's degree and who wishes to return to higher education to either redirect their career path or add to their existing credential portfolio in their field.

The centerpiece of the 60-hour nexus degree curriculum consists of 21 hours of specialized subject-based content developed in close partnership with industry. Within that 21 hours, students will engage in junior level coursework and required work-based learning experiences. The work-based learning component may include an apprenticeship, clinical placement, coop, industry-based certification, internship, or preceptorship. The remainder of the 60-hour curriculum is comprised of a 27 hours of general education, and 12 hours of general education electives.

The proposed nexus may be offered by both 2-year and 4-year institutions. Two-year institutions approved to offer a nexus degree will be allowed to only teach the upper division courses in those degree programs.

#### **Related Policy Updates**

The full implementation of the addition of the Nexus degree to the state inventory of degree designations will require minor changes to several other academic affairs policies, forms, and guideline documents. In most cases, the Nexus will be added to the list of degree level options such as for degree program proposals or a list of approved academic terms. The Nexus degree will also be added to AA 2.16: Statewide General Education Requirements. The 27-credit general education curriculum for the Nexus degree will be identical to that of the Associate of Science.

#### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the addition of the Nexus degree to Academic Affairs Policy 2.15 Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates and authorize staff to add the Nexus degree to all lists of approved degree options wherever applicable.**

## **Academic Affairs Policy 2.15**

### **Definitions of Undergraduate Degrees and Undergraduate/Graduate Certificates**

The following definitions for undergraduate degrees and undergraduate/graduate certificates are established to:

- provide for the uniform use of degree terminology;
- promote uniform curricular requirements for similar programs;
- effect the ready transfer of course credits earned throughout the higher education system; and
- facilitate the development of appropriate articulation agreements between systems and campuses.

As a general guideline, the number of credit hours (SCH) required for a certificate should not exceed one-half of the SCHs required for the subsequent credential. All required general education coursework must meet SACSCOC requirements. All undergraduate and graduate certifications must be reflected on the Board of Regents Curriculum Inventory (CRIN) before implementation. Certificates #1-5 are limited to two-year institutions.

#### **Undergraduate Certificates**

1. **Career and Technical Certificate (CTC)** - An applied skills program (6-18 SCH) that provides specific, meaningful technical skills relative to employment readiness. The CTC includes a demonstrated alignment with, and a process whereby a student's competencies are verified against, a set of pre-determined standards which lead to and/or prepare an individual to test for an industry-based certification (IBC), state licensure, or state-recognized certification awarded by an independent, third party that is recognized by business and industry and/or the State of Louisiana. At least half of the CTC requirements should be distinctive from other credentials. The CTC is not designed for transfer to an academic degree program. CTCs may be combined to form a Certificate of Technical Studies (CTS) and/or a Technical Diploma (TD).

Approval authority: The approval authority rests with the appropriate management board; however, the establishment of such programs must be immediately reported to the Board of Regents for review (e.g., name, CIP) and verification before being added to the CRIN for implementation.

Example: CTC in Emergency Medical Technician (EMT); CTC in Certified Nurse Assistant (CNA).

2. **Certificate of Technical Studies (CTS)** - An applied, technical program (16-33 SCH) to provide a student with a broad technical competency in a specific area or field. The CTS is not designed for transfer into an academic degree program.

Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

Example: CTS in Automotive Engine Technology

3. **Technical Diploma (TD)** - An applied, technical program (45-60 SCH) usually formed by combining multiple CTSs and/or CTCs. TD programs are not designed for transfer to an academic program.

Approval authority: the appropriate management board, immediately reported to the Board of Regents for review and verification before being added to the CRIN for implementation.

Example: TD in Automotive Technology (CTS in Automotive Engine Technology, plus CTCs in Automotive Body Repair, Automotive Detailing, etc.)

4. **Certificate of Applied Science (CAS)** - A more academically-oriented offering (usually 25-45 SCH) created by combining a CTS with a limited general education component (at least 9 SCH). At a minimum, the general education component should be fully transferrable into an undergraduate academic program.

Final approval authority: Board of Regents.

Example: CAS in Medical Billing and Coding

5. **Certificate of General Studies (CGS)** - An academically-oriented offering designed to provide students with a broad foundation of fundamental academic skills, primarily for personal growth or as preparation for further collegiate study. The CGS framework allows students an opportunity to tailor their courses to meet admission or pre-requisite requirements of a transfer institution. The 30-hour curriculum consists of eight general education courses (24 SCH) and two elective courses. CGS programs are strictly limited to two-year institutions.  
Final approval authority: Board of Regents.
6. **Post-Associate Certificate (PAC)** – An academic or technical offering (12-33 SCH) that is earned after a student has already completed a recognized associate’s degree, usually for additional professional or technical certification.  
Final approval authority: Board of Regents.                      Example: PAC in Radiation Therapy
7. **Undergraduate Certificate (UC)** – An undergraduate, university offering of at least 18 SCH. At least half must be at the upper level. Prerequisites may be stated or implied. The institution’s General Catalog must specify any general requirements for eligibility to declare a UC.  
(a) A series of courses related to a specific topic or skill, particularly in technology or data fields in high market demand, listed on the CRIN by CIP and Subject Area.  
(b) A series of courses published in the institution’s General Catalog as a concentration or minor in a major or discipline. This UC will be listed on the CRIN as CIP 24.0199 *Concentration/Minor*, but may be posted on the student transcript by title of the concentration/minor; it requires an annual report from the campus listing the certificate titles awarded in the previous academic year.  
Final approval authority: Board of Regents.                      Example: UC in Software Development
8. **Post-Baccalaureate Certificate (PBC)** – An undergraduate, academic offering (12-33 SCH) that is earned after a student has already completed a recognized baccalaureate degree. Commonly used as a path for alternate teacher certification, graduate school admission is usually not required for this undergraduate certificate.  
Final approval authority: Board of Regents.                      Example: PBC in Elementary Education Gr 1-5

### **Associate<sup>1</sup> Degrees**

The standard number of credits required for the Associate Degree will be 60, though in some circumstances (e.g., accreditation or certification requirements) they may exceed the 60-credit limit. Exceptions to the standard number of credits must be approved by the respective Management Board. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 60-hour standard.

1. **Associate of Applied Science (AAS)** - An applied degree program, with a limited general education core component, primarily designed to prepare students for immediate employment or career entry. AAS degrees can be formed by combining a TD with 15 SCH of required general education or can be a distinct curriculum. All general education coursework must meet SACSCOC requirements. If technical coursework required of the degree is intended for transfer to a university, this coursework must meet appropriate SACSCOC requirements.  
Final approval authority: Board of Regents.                      Example: AAS in Motor Vehicle Technology

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<sup>1</sup> There are select circumstances when AAS, AA, AS, and non-designated associate programs may be considered appropriate for a particular four-year institution. In such cases, exceptions provided in the Board of Regents’ 1999 Moratorium on the Approval of New Associate-Level Programs at Four-Year Institutions will apply.

2. **Associate of Arts (AA)** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements.  
Final approval authority: Board of Regents.                      Example: AA in Visual and Performing Arts
3. **Associate of Science (AS)** - An academic degree program with a significant general education core, designed primarily to serve as preparatory education for transfer to a related baccalaureate program. All coursework must meet SACSCOC requirements.  
Final approval authority: Board of Regents.                      Example: AS in Computer Science
4. **Associate (A)** - An academic degree program with a significant general education core, designed to prepare students for immediate employment or career entry, but which also may serve as preparatory education for transfer to a related baccalaureate program. The use of this degree designation should be limited to cases wherein other associate degree designations (AAS, AA, or AS) have been determined to be inappropriate. All coursework must meet SACSCOC requirements.  
Final approval authority: Board of Regents.                      Example: Associate of General Studies
5. **Louisiana Transfer Associate (AALT or ASLT)** – an Associate of Arts or Associate of Science degree that follows a prescribed curriculum (providing both structure and flexibility) and assures transfer of the 60 SCH in the degree plus credit for completion of the Board of Regents' required general education block at any public university.  
Final approval authority: Board of Regents.

### **Nexus Degrees**

A nexus degree is a degree program that combines specialized academic curricular content in a high demand career field with a significant work-based learning experience. A nexus degree is a stand-alone entry level credential for that high-demand field. A nexus degree may be earned in combination with a traditional bachelor's degree to create a 21<sup>st</sup> century academic experience. A nexus degree may also be earned by a student who has already earned an undergraduate degree, but who wishes to return to higher education to either redirect their career path or add to their existing credential portfolio in their field.

The standard number of credits required for a nexus degree is 60. Institutions with compelling reasons (accreditation or certification requirements) for exceeding the 60 credit-hour standard may request an exception to this standard from the Management Board, according to their respective system's policy. The curriculum should be developed in partnership with the appropriate industry sector.

The nexus degree curriculum consists of 21 hours of specialized subject-based content including required specialized prerequisites plus 27 hours of BOR general education requirements. The remaining 12 hours consists of general electives. A student with a Bachelor's degree or associate degree who has completed the 27 hours of general education requirements may be awarded a nexus degree by completing only the 21 hour specialized content curriculum.

At least 15 of the 21 hours of the specialized subject-based content must be at the upper division level. At least 9 of the 21 hours of the specialized subject-based content must be work-based learning with at least 3 hours at the upper division level. Work-based learning experiences may include an apprenticeship, clinical placement, coop, industry-based certification, internship, or preceptorship.

Nexus degrees may be awarded at all Louisiana public post-secondary institutions. Two-year institutions approved to offer a nexus degree are permitted to teach only the upper division coursework contained in the approved degrees' curricula. Faculty who teach that upper division material must hold the appropriate qualifications to satisfy accreditation requirements.

1. **Nexus Degree (NX)** – An academic degree program with a significant general education core. The nexus contains a specialized curriculum that is focused on a high demand career field together with a required work-based learning experience.

Final approval authority: Board of Regents.

Example: NX in Network Cybersecurity

## **Baccalaureate**

The standard number of credits required for baccalaureate degrees is 120. Institutions with compelling reasons (e.g., the academic program is defined as a 5-year baccalaureate program; professional accreditation or certification requirements) for exceeding the 120 credit-hour standard may request an exception to this standard from the Management Board, according to their respective system's policy. The Board of Regents will periodically review both the number of credit hours required and approved exceptions to the 120-hour standard.

Baccalaureate degrees are limited to four-year institutions.

1. **Bachelor of Applied Science (BAS)** - An applied/academic degree program designed to prepare students for technical employment and generally not intended as preparation for graduate study. The BAS routinely combines technical/general education courses gained in an AAS program with additional university requirements. All coursework completed in the BAS program must meet SACSCOC requirements for transferability.

Final approval authority: Board of Regents.

Example: BAS in Allied Health

2. **Bachelor of Arts (BA)** - An academic degree program with a significant general education core. The BA degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents.

Example: BA in English

3. **Bachelor of Science (BS)** - An academic degree program with a significant general education core. The BS degree emphasizes breadth and depth of study in a recognized academic discipline, may serve as a career entry degree, and should prepare a student for further graduate study.

Final approval authority: Board of Regents.

Example: BS in Mathematics

4. **Bachelor (B)** - An academic degree program with a significant general education core, designed primarily as a first professional degree, but which also may serve as preparatory education for transfer to a related graduate program. The use of this particular degree designation should be limited to cases wherein other baccalaureate degree designations (BAS, BA, or BS) have been determined to be inappropriate.

Final approval authority: Board of Regents.

Example: Bachelor of General Studies

## **Graduate Certificates**

Graduate certificates provide a shortened, condensed and focused course of study that supplements an existing Bachelor's, Master's, or Doctoral degree. They frequently lead to licensure or certification, provide needed job-related expertise, or are focused on a timely area of discussion in a discipline, and they usually are offered by or through the Graduate School.

Final approval authority: Board of Regents.

1. **Graduate Certificate (GC)** – a graduate-level academic offering addressing a particular topical area. The number of required courses varies, but the typical range is 12-18 credits.

Example: GC in Communications Systems

2. **Post-Masters Certificate (PMC)** – an academic offering, usually related to additional licensure or certification that is earned after a student has already completed a recognized Master's degree.

Example: PMC in Family Nurse Practitioner

3. **Post-Doctorate Certificate (PDC)** – an academic offering that is earned after a student has already completed a recognized Doctoral degree.

4. **Post-Professional Certificate (PPC)** – an academic offering that is designed for additional training or certification after a student has already completed a recognized Professional degree.

Example: PPC in Endodontics

Degree designation abbreviations for any graduate certificates would be only those specified above.

A. Exceptions

Exceptions to degree definitions and standard number of credit hours may be considered on a case-by-case basis, in accordance with System policy, for recommendation to and consideration by the Board of Regents.

B. General Education Requirements

Academic Affairs Policy 2.16 addresses statewide general education requirements for undergraduate degree and certificate programs.

C. Proposals for New Degrees or Certificates

Baccalaureate and graduate level degrees must adhere to policies regarding Letters of Intent (in Academic Affairs Policy 2.04).

Proposals for certificate and associate degree programs may be submitted at any time by a management board for consideration by the Board of Regents. Proposals for any new academic programs should address the elements outlined in the Guidelines for the Proposal of a New Academic Program (in Academic Affairs Policy 2.05)

## **AGENDA ITEM V.B.**

### **Revised Academic Affairs Policy 2.22 (Dual Enrollment)**

#### **Executive Summary**

In response to the COVID-19 pandemic in Spring 2020, the Board of Regents, in consultation with the Louisiana Department of Education (LDOE) and the Louisiana Office of Student Financial Assistance (LOSFA) developed an interim dual enrollment policy. This policy was designed to assist secondary and postsecondary institutions in navigating changes due to the cancellation of standardized tests and learning disruptions beyond students' control caused by the COVID-19 pandemic. The interim dual enrollment policy removed the composite ACT requirement, allowing students to be admitted into academic dual enrollment courses with a 2.5 cumulative GPA, AND either any assessment found in the policy OR a counselor recommendation based on overall student performance and grade trends in the subject. The Interim Policy for Dual Enrollment was approved by the Board of Regents at the April 22, 2020 meeting and was effective through Academic Year 2022-23.

The interim dual enrollment policy, which remains in place until the end of Academic Year 2022-23, has served as a pilot, allowing Regents staff the opportunity to analyze the impact of its expanded access and multiple measures approach. The interim eligibility criteria have significantly increased access to dual enrollment, and our analysis shows that students admitted through counselor recommendation have achieved success at rates very comparable to those of students who demonstrated eligibility by other means. With this analysis's clear indication of student success through multiple measures of eligibility for dual enrollment, Regents staff recommends the continuation of this interim policy. Regents staff are not putting forward any increases to current eligibility thresholds, but rather recommend additional expanded eligibility pathways.

Staff have worked with the systems as well as presented to the Dual Enrollment Task Force and Student Success Council on the proposed policy revisions to Academic Affairs Policy 2.22.

#### **Summary of Proposed Policy Revisions**

The following is a bullet-point summary of the proposed revisions to Academic Affairs 2.22, in addition, the proposed changes to the policy are highlighted in green in the attached policy.

##### **New Additions:**

- Includes minimum requirements for academic dual enrollment courses and technical dual enrollment courses.
- Expands eligibility criteria permitting admission into a specific subject area dual enrollment course with a 3.0 high school subject-area GPA and counselor recommendation based on grade trends in the subject.
- Expands minimum admission into additional dual enrollment courses based on success in previous dual enrollment courses.
- Articulates the components needed in establishing a Memorandum of Understanding.
- Provides a definition of an early college academy and defines steps to establishing an early college academy.
- Adds Advanced Placement exams to the option of subject-specific minimum scores.

##### **Unchanged Elements:**

- Establishes minimum requirements for entrance into academic dual enrollment courses, acknowledging additional institutional prerequisite requirements or placement measures may be implemented.

- Continues eligibility criteria established in interim dual enrollment policy, which establishes the minimum requirement of a 2.5 cumulative GPA, any subject-specific score on any assessment listed or counselor recommendation admission.
- Ends the minimum requirement of a composite ACT or subject-specific ACT score.

### **STAFF RECOMMENDATION**

**Senior Staff recommends approval of the revisions to Academic Affairs Policy 2.22 effective Fall 2023.**

## **Academic Affairs Policy 2.22**

### **Minimum Requirements for Dual Enrollment**

**Purpose:** This policy establishes the minimum requirements for high school student eligibility to enroll in dual enrollment courses offered by Louisiana public postsecondary institutions.<sup>1</sup>

This policy is designed to:

- Enable and encourage institutions to provide pathways of access to dual enrollment courses.
- Ensure quality and rigor of dual enrollment courses.
- Define minimum academic and technical dual enrollment eligibility requirements for students.

This policy is effective for Academic Year 2023-2024; however, any or all aspects of the policy may be implemented immediately.

#### **Definitions:**

**Dual Enrollment:** The enrollment of a high school student in a college course for which dual credit (both college and high school credit) is attempted and recorded on both the student's secondary and postsecondary academic records. A college course offered for dual enrollment may be taught onsite at the postsecondary institution, onsite at the high school, online, or in a hybrid fashion. Postsecondary institutions must comply with all accreditation requirements for awarding credit.

**Early College Credit:** College credit earned before completing high school or during the summer immediately following high school graduation, including by dual enrollment and credit-by-exam such as Advanced Placement (AP), International Baccalaureate (IB), or College Level Examination Program (CLEP). Credit hours for AP, IB, or CLEP are contingent on the student achieving an appropriate score as required by either the awarding institution or Board of Regents policy.

**Academic Dual Enrollment Course:** A dual enrollment course in an academic discipline that is designed for transfer to a Baccalaureate degree, Nexus degree, Certificate in General Studies, or Associate of Arts or Science, and/or applicable toward Regents' statewide general education requirements.

**Technical Dual Enrollment Course:** A dual enrollment course in applied, technical fields with content focused on acquiring specific workforce technical skills in a program leading to a Certificate of Technical Studies, Technical Diploma, or Associate of Applied Science designed to prepare students for immediate employment or career entry.

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<sup>1</sup> The Board of Regents establishes minimum admission standards for first-time first-year and transfer students to Louisiana public colleges and universities. Two-year institutions are open admission and therefore have no academic admissions requirements for entry for first-time first-year and transfer students.

## Minimum Requirements for Dual Enrollment

The minimum requirements to enroll in dual enrollment differ based on two types of entry:

- A. Academic Dual Enrollment Courses
- B. Technical Dual Enrollment Courses

### A. Minimum Requirements for Academic Dual Enrollment Courses

Students must meet any eligibility requirements the postsecondary institution designates, including institutional prerequisite requirements or placement measures, in addition to the minimum requirements outlined below. Postsecondary institutions shall provide additional eligibility requirements to Regents annually for publication on LaDualEnrollment.com.

A student is eligible to enroll in Academic Dual Enrollment Courses if they meet ANY of the following four criteria <sup>1</sup>		
<b>1. Success in high school</b>		
2.5 cumulative high school GPA		
<b>AND</b>		
Subject-specific minimum scores on any assessment listed in Figure 1 (page 5).	<b>OR</b>	Counselor recommendation based on overall student performance and grade trends in the subject.
<b>2. Success in subject area</b>		
3.0 cumulative <b>high school</b> subject-area GPA, as determined by the postsecondary institution.	<b>AND</b>	Counselor recommendation based on grade trends in the subject.
<b>3. Success in previous dual enrollment courses<sup>2</sup></b>		
2.5 cumulative <b>college</b> GPA, as demonstrated in prior dual enrollment participation.		
<b>4. Meet the eligibility thresholds required by an approved Early College Academy.</b>		

<sup>1</sup> Any of these three criteria qualify a student to continue to take dual enrollment classes. Criterion 3 should not be construed as exclusionary.

<sup>2</sup> Unlike criterion 1 and criterion 2, which are subject-area-based, criterion 3 creates eligibility in all subject areas.

### B. Minimum Requirements for Technical Dual Enrollment Courses

Technical Dual Enrollment courses are predominantly taught at two-year institutions, which are open admissions. These course requirements may differ by institution.<sup>3</sup>

A student is eligible to enroll in Technical Dual Enrollment Courses if they meet ANY of the following four criteria	
<b>1. Success in high school</b>	
2.0 cumulative high school GPA	
<b>2. Success in high school performance</b>	
Counselor recommendation based on relevant high school performance.	
<b>3. Success in previous dual enrollment courses</b>	
2.0 cumulative <b>college</b> GPA, as demonstrated in prior dual enrollment participation.	
<b>4. Meet the eligibility thresholds required by an approved Early College Academy.</b>	

<sup>3</sup> In addition to the requirements listed in the table, some courses have additional safety requirements, and some programs have minimum age requirements set by regulatory agencies. Please reference the postsecondary institution of interest to ensure the student meets any regulatory requirements and that any safety compliance prerequisites are met.

## **Courses and Instruction**

### **Course Content and Rigor**

Dual enrollment courses are college courses taught to high school students, regardless of location, instructor type, or mode of delivery.

Student learning outcomes listed on the syllabus, as well as midterm and final examinations, must be identical to what is offered and expected on the college campus.

Assessments, including assignments, midterms, and finals, must be graded at a college level for college credit, regardless of course delivery method, location, instructor, facilitator, or process. Grades awarded may differ between the secondary transcript and postsecondary transcript if the high school measures differ from those of the postsecondary institution.

### **Dual Enrollment Instructors**

Dual enrollment instructors are college-level instructors with documented academic credentials and professional experience that meet the postsecondary institution's policy on minimum faculty qualifications required to teach the dual enrollment course, according to SACSCOC (or COE) credential guidelines.

All new dual enrollment instructors must receive formal training by a postsecondary departmental faculty member or, preceding the start of class, participate in a workshop offered by the institution to review the curriculum, course content, assessment methods, and student learning outcomes. Institutions shall regularly conduct oversight and provide ongoing professional development to dual enrollment instructors.

Each institution will provide to the Board of Regents a description of the process which dual enrollment instructors or facilitators are required to complete before offering the course.

### **Dual Enrollment Student Advising**

Dual enrollment students should be advised of the benefits and implications of taking college courses. Advising should include information on admissions, GPA, costs, academic policies, and course transferability. It is important for students to understand that dual enrollment course performance can impact future federal and state financial aid eligibility. Dual enrollment students must have access to appropriate college learning resources and student support services.

### **Dual Enrollment Agreements**

Each secondary and postsecondary institution shall join in a Memorandum of Understanding (MOU) for the delivery of dual enrollment courses. These agreements should address the following aspects of dual enrollment courses:

- Curricular oversight and rigor
- Faculty standards
- Fees and costs charged to students and families
- Fees and costs borne by the secondary and postsecondary institutions
- Student learning resources and advising
- Student support services
- Ongoing course and instructor evaluation

## **Other Dual Enrollment Programming Options**

### **Early College Academy**

An Early College Academy (ECA) is a comprehensive model of dual enrollment that provides support and the opportunity to earn up to an associate's degree or 60 hours of transferable college credits at little or no cost to students. These programs, starting as early as 9<sup>th</sup> grade, provide rigorous, supportive learning environments that blend high school and college learning experiences through dedicated college and career postsecondary diploma pathways. An ECA is established by a formal memorandum of understanding (MOU) between a secondary school district and a postsecondary institution. MOUs must address student eligibility for course placement, scheduling and accessibility, student access to college learning resources and advising, instructor credential standards, curricular oversight and rigor, costs charged to students and families, and costs borne by the secondary and postsecondary institutions. The ECA will adhere to this policy except if approved by the appropriate management board and ratified by the Board of Regents.

### **Fast Forward**

Fast Forward, an initiative of the Louisiana Department of Education and the Board of Regents, provides high school diploma pathways that include dual enrollment courses to enable students to earn an Associate of Applied Science, an Associate of Arts or Science designed to transfer to a Baccalaureate degree, or a state-approved apprenticeship. Each public postsecondary institution should approve and annually review all Fast Forward pathways that include certificates or degrees offered by the institution. For more information, go to [FastForward.la](http://FastForward.la).

### **Dual Enrollment Reporting**

Institutions shall submit data annually to the Board of Regents, in the manner prescribed by the Board, relating to dual enrollment at the institution. The Board shall annually analyze and report on the data to ensure compliance with this policy and inform continuous improvement efforts.

**Academic Affairs Policy 2.22 Figure 1**  
**Placement Scores**

Together with the GPA requirement, if a student has any score in the Humanities and Social Science placement score column, they are eligible to enroll in a Humanity or Social Science dual enrollment course. If they have both the GPA and any score in the Science and Mathematics placement score column, they are eligible to enroll in a Science or Mathematics dual enrollment course.

	<b>Placement Scores for Humanities and Social Sciences</b>	<b>Placement Scores for Science and Mathematics</b>
ACCUPLACER	86 Sentence Structure	65 Elem. Alg. 40 Col-Level Math*
ACCUPLACER NG	250 Writing	250 QRAS
ASPIRE	433	431
MAP	245	265
Pre-ACT	18	19
Pre-SAT	25 WL	500
EOC	740 English II	760 Algebra I 750 Geometry
LEAP 2025	Mastery or above English II	Geometry: Mastery or above (for enrollment in non-algebraic Gen. Ed Math)  Geometry: Mastery or above <u>and</u> completion of Algebra II w/C or better for enrollment in College Algebra
ACT	18	19
SAT	500 ERW	510 Math
ALEKS PPL	n/a	35*
Advanced Placement Exam	3 in a Humanities or Social Science subject area	3 in a Math or Science subject area
<i>*For College Algebra: ≥ 70 Accuplacer College-Level Math; ≥ 263 Accuplacer NG (QRAS), ≥ 250 (AAF) or ≥ 41 ALEKS PPL are recommended.</i>		

## **AGENDA ITEM V.C.**

### **Addition of Standard AP and CLEP Scores to AA 2.23 Prior Learning Assessment**

#### **Staff Summary**

In March 2022, the Board approved Louisiana's first statewide Prior Learning Assessment (PLA) policy. PLA refers to the evaluation and awarding of college credit for a student's prior learning experiences from a variety of sources including but not limited to military training, job training, and various standardized exams verifying content knowledge such as College Board's Advanced Placement (AP) exams and the College-Level Examination Program (CLEP) exams. AP credit plays an important role for students earning early college credit in Louisiana high schools. According to College Board, Louisiana is the top state in the country for the number of students who take CLEP exams and for students sending those scores on to colleges and universities for credit.

The PLA policy includes the requirement that institutions honor Regents established statewide standard scores for standardized tests. Regents staff worked with the Statewide Articulation and Transfer Council (SATC) and system Chief Academic Officers to solidify agreed upon scores for AP and CLEP to count for college credit at our state's institutions. Institutions will now be required to grant college credit for these established AP and CLEP scores.

#### **STAFF RECOMMENDATION**

**For information only. No action required.**

**Louisiana Public Postsecondary Institutions  
Summary Table -- Minimum AP Cut Scores for College Credit**

INSTITUTION	Art Hist	Art 2D - Studio	Art 3D - Studio	Art - Draw	Biology	Calc AB	Calc BC	Chem	Comp Sci A	Comp Sci AB	Econ - Macro	Econ - Micro	Eng Lang Comp	Eng Lit	Envtl Sci	Geog - Human	Gov - Comp PolSci	Gov - US PolSci	Hist - Euro	Hist - US	Hist - World	Mus Theo	Phys B	Phys C: E M	Phys C: Mech	Psyc	Statistics	Lang - Chinese	Lang - French	Lang - French Lit	Lang - German	Lang - Ital	Lang - Japns	Lang - Latin Lit	Lang - Latin Virgl	Lang - Spanish	Lang - Span Lit	
BPCC	3			3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3	3			3	3		3							3		
BRCC	3			3	3	3	3	3	3		3	3	3	3	3	3	3	3		3	3		3	3	3	3		3								3		
CLTCC	3			3	3	3	3	3			3	3	3	3			3	3	3	3	3					3		3									3	
Delgado	3			3	3	3	3	3	3		3	3	3	3	3	3		3		3	3	3				3	3		3							3		
Fletcher TCC	3				3			3	3	3	3	3	3	3			3	3		3	3	3	3	3		3	3		3							3		
LA Delta					3			3			3	3	3					3		3	3		3	3	3	3	3		3							3		
Northshore TCC	3				3			3	3	3	3	3	3	3			3	3		3	3	3	3	3		3	3		3							3		
Nunez	3			3	3			3			3	3	3	3	3			3		3	3					3	3		3							3		
RPCC	3				3	3	3	3			3	3	3					3		3	3		3			3		3								3		
SLCC	3			3	3	3	3	3			3	3	3	3			3	3	3	3	3					3			3								3	
Sowela TCC	3				3	3	3	3	3	3	3	3	3	3	3			3		3	3		3	3		3	3											
LSU E	3				3	3	3	3	3	3			3	3			3	3	3	3		3	3	3	3				3		3					3		
SUSLA					3	3	3	3	3	3	3	3	3	3				3		3			3			3			3							3		
LSU	3				3	3	3	3	3	3	4	4	3	3	3		3	3	3	3	3	3	3	3	3	3	3		3		3		3		3	3	3	
LSU A	3				3	3	3	3			3	3	3					3	3	3			3	3	3	3	3	3	3							3		
LSUS	3				3	3	3	3	3	3	3	3	3	3				3	3	3	3	3	3	3	3				3		3					3		
SUBR	3				3	3	3	3	3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3		3		3					3		
SUNO	3				3	3	3	3	3		3	3	3	3	3		3	3		3	3			3	3	3	3		3							3	3	
Grambling	3			3	3	3	3	3	3	3	3	3	3	3	3					3			3	3	3	3	3		3							3		
LA Tech	3				3	3	3	3	3	3	3	3	3	3			3	3	3	3	3	3	3	3		3	3		3	3						3	3	
McNeese	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3					3	3	3		
Nicholls	3			3	3	3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3		3		3			3	3	
Northwestern	3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3	3	3		3	3		3	3	3			3		3	3	
Southeastern	3				3	3	3	3			3	3	3	3			3	3	3	3		3	3	3	3	3	3		3		3					3		
UL Lafayette	3				3	3	3	3	3				3	3		3	3	3	3	3		3	3	3	3			3		3				3	3	3		
UL Monroe	3				3	3	3	3	3	3	3	3	3	3		3		3	3	3	3	3	3	3	3	3		3		3				3	3	3		
UNO	3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3	3		3	3	3	3	3		3		3					3		

**Louisiana Public Postsecondary Institutions**  
**Summary Table -- Minimum CLEP Cut Scores for College Credit**

INSTITUTION	COMPOSITION & LITERATURE																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
	American Literature		Analyzing/Interpreting Literature		College Composition		English Literature		Humanities		WORLD LANGUAGES		French (Level 1 & 2)		German (Level 1 & 2)		Spanish (Level 1 & 2)		HISTORY & SOCIAL SCIENCES		American Government		US History - Early to 1877		US History - 1865 to Present		Human Growth & Development		Intro to Educational Psych		Principles of Macroeconomics		Principles of Microeconomics		Intro Psychology		Intro Sociology		Social Scinces & History		Western Civ: Ancient to 1648		Western Cif: 1648 to Present		World Civilization to 1500		World Civilization 1500 to Present		SCIENCE & MATHEMATICS		Biology		Calculus		Chemistry		College Algebra		College Mathematics		Natural Sciences		Precalculus		BUSINESS		Financial Accounting		Info Systems & Computer Apps		Intro Business Law		Principles of Management		Principles of Marketing																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
BPCC		50		50	50	50		50-59		50-63		50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50

\* Submission of an essay is also required at Delgado, Louisiana Tech and UL Lafayette

! Departmental review of educational background and major is also required at UL Lafayette.

## **AGENDA ITEM VI.A.**

### **2021-22 Report: Articulation and Transfer**

#### **Introduction**

Act 356 of the 2009 Regular Session of the Louisiana Legislature mandated the establishment of a comprehensive and prescriptive statewide transfer and articulation framework for Louisiana's public secondary and postsecondary institutions. Progressive for its time, this legislation encompassed four specific cornerstones for statewide transfer admission and articulation of coursework.

Its authors provided for 1) the creation of a statewide articulation and transfer council and related matters, 2) a comprehensive system of articulation and transfer of credit between and amongst Louisiana public secondary and postsecondary educational systems, 3) the creation of a statewide articulation and transfer articulation agreement including a common core curriculum with a statewide numbering system, seamless transfer of students from two to four-year programs of study via the Associate of Science (ASLT) or Associate of Arts Louisiana Transfer (AALT) degree, and 4) the establishment of monitoring, compliance and reporting systems based upon uniform data collection and reporting methods to ensure statewide and institutional compliance with policy.

In the thirteen years since this legislation was enacted, the Board of Regents (BoR), the State Board of Elementary and Secondary Education (BESE), and statewide public institutions have met many of the mandates of Act 356 and subsequent clarifying legislation.

#### **Considerations**

To meet the Regents' Master Plan attainment goal of a 60% educated populace by 2030, Louisiana educational stakeholders will have to ensure that more categories of students other than traditional freshmen enter the various education pipelines beginning in secondary education through to the attainment of credentials.

To increase credential attainment in the state, aside from the traditional full-time freshman population, this includes increasing the enrollment of high school students attaining academic and technical dual enrollment credit, growing transfer student enrollment at two and four-year institutions, expanding recruitment of military and adult students articulating credit for prior learning assessment and the intentional curation of high demand transfer pathways from two to four-year high demand degree programs, designed with students success in mind.

Current transfer student enrollment and completion rates have been static for some time and, in some metrics, decreasing. Too few students are completing their ASLT and AALT curricula, and of those who do complete, too few are using that degree for its intended purpose and transferring to a baccalaureate degree.

To change this landscape, the Board of Regents passed a statewide Prior Learning Assessment Policy (AA 2.23) that establishes guidelines for the evaluation and awarding of undergraduate credit for college-level learning acquired outside of the traditional learning environment. This policy will advantage both traditional age students and the adult population returning to college with professional experience that can be evaluated and potentially count as credit towards a degree; additionally, military and veterans returning to continue their education will be able to count military experiences toward degree credit.

ACT 308 (2022) of this past 2022 Louisiana Legislative Session substantively clarified and expanded ACT 356 (2009) around the transfer of students and articulation of credit amongst public postsecondary institutions. This new legislation called for the creation of specific transfer pathways in each of the most enrolled bachelors' majors. Once implemented, these pathways will guarantee that students can begin their educational journey at any public postsecondary institution and be sure that all of their coursework will transfer and count as part of their degree requirements.

In 21-22, Regents staff collaborated with the Statewide Articulation and Transfer Council (SATC) on topics related to transfer articulation. Regents and SATC took actions associated with the transfer process concerning 1) Universal Transfer Legislation, and 2) New General Education rubrics developed by Board Staff for use in the articulation matrix. In the May 2022 SATC meeting, the council committed to working with the Board of Regents on these ongoing issues to ensure that transfer students will not have to retake general education coursework due to articulation issues. At the August 2022 meeting, the Board of Regents approved the Articulation Matrix for Academic Year 2022-2023 using the new general education rubrics. It is anticipated that this change will result in substantially more transfer courses being approved towards degree credit for transfer students.

### **Moving Forward**

Legislative mandates required by ACT 308 (2022) will be ongoing as Regents staff and SATC work with campus Chief Articulation Officers (CARTO) to further align course articulations as exact equivalents rather than transferring by title and ensure full application of the new Universal Transfer Pathways.

The Articulation Matrix provides a valuable and necessary service to students, advisors, and faculty across the state. With the expansion of these initiatives brought on by ACT 308 (2022), it is clear that substantive and robust review efforts will continue refining and expanding these tools. BoR staff began to work on a computer platform for the articulation matrix that will elevate the matrix from a downloadable matrix to a user-friendly computer application.

The following *21-22 Report: Articulation and Transfer* meets the statutory requirements of the law and provides an environmental landscape of statewide transfer and articulation. Given the expansion of ACT 356 (2009) with the passage of ACT 308 (2022), it is appropriate that the following report be considered in context with the future needs of the state and the anticipation that this new legislation will substantively help to move Articulation and Transfer to the next level.

### **STAFF RECOMMENDATION**

**Senior Staff recommends the Board receive the 2021-22 Report: Articulation and Transfer and authorize Regents staff to submit this report on behalf of the Board to the House and Senate Committees on Education.**

## 2021-22 Report: Articulation and Transfer

### **Background**

R.S. 17:3168 requires an annual report describing the articulation and transfer of credits across public colleges and universities, focusing mainly on transfer associate degree programs. It directs that the report address: (1) the number and percentage of students who complete a transfer associate degree program; (2) the number and percentage of students who earn a transfer associate degree and subsequently transfer to a four-year college or university; (3) the number and percentage of transfer students who complete a baccalaureate degree; (4) a comparison of the academic performance of transfer students and native students, including the number of credits earned, degrees awarded, and time to completion of degree; (5) status of development and implementation of the academic transfer module process; and (6) articulation of credits earned by veterans and spouses. Those elements are addressed, to the extent possible, within this report.

It is significant to note that the data for this 2021-22 report reflects enrollment and completion trends that were impacted by the COVID-19 pandemic and weather events during 2020 and 2021.

### **Associate Transfer Degree Programs**

In May 2010, the Louisiana Board of Regents (BoR) approved the **Associate of Arts** and **Associate of Science Louisiana Transfer** (AALT and ASLT, or “LT”) degrees to be added to the curriculum inventory of every SACS-accredited two-year and community college for implementation in Fall 2010. Eleven institutions now offer the degrees: Baton Rouge CC, Bossier Parish CC, Delgado CC, Elaine P. Nunez CC, L. E. Fletcher TCC, La Delta CC, LSU Eunice, River Parishes CC, South Louisiana CC, Southern University at Shreveport, and SOWELA TCC.

At its inception, enrollment in the LT program grew steadily from 214 in 2010 to 2,802 in 2021. But that growth has stalled and even begun to decline, with students in the 2,802 Louisiana Transfer majors representing only 31% of the total AA, AS, ASLT, and AALT majors in 2021-2022. Similarly, the number of graduates from the ASLT and AALT programs has leveled out in the mid-three-hundreds and has begun to decline. The number of LT, 2021-2022, majors that went on to graduate in 2021-22 was 37%.

Similarly, Associate of Science in Teaching graduates have been static for the past three academic years (2019-20, 2020-21, and 2021-22) by 21, 19, and 21, respectively (Chart 2). The AST degree represented a 4% (Chart 2) yield of majors to graduates this year due to mismatched requirements between the AST and DOE-mandated revisions to 4-year program curricula. Modifications to the AST program structure were approved at the January 2022 Regent’s meeting to ensure the program aligns with the state’s 4-year programs and to remove barriers to graduation, including passage of the Praxis II. In contrast to the LT graduates, 76% of AST graduates enroll in a 4-year program.

Currently, 32% of the total number of baccalaureate completers began as transfer students, demonstrating the sizeable impact that can be achieved by better functioning transfer policy and practice.

Campuses continue to promote the LT as an option for students aspiring to pursue a bachelor’s degree. However, the reduction in the size of the LT programs cannot be assigned solely to external factors such as natural disasters or the pandemic over the last two years. It is important to note that not just transfer student numbers are declining, but all student populations have shown steady decrease over the past two years.

Universal Transfer Legislation (Act 308, 2022) creates the development of Universal Pathways which will restructure the more restrictive ALT and AALT pathways into more uniform and easy-to-follow transfer maps. BoR staff have already identified the top twenty pathways and are working with faculty from all departments to structure these associate degree maps. By gathering faculty from each discipline, BoR looks to remove previous challenges that have prevented students from completing these degrees, such as course equivalencies, sequences, and prerequisites.

**Chart 1: Louisiana Transfer Degree: Majors and Graduates, 2021-22**

	<b>-- AALT --</b>		<b>-- ASLT --</b>		<b>--TOTALS--</b>	
	Majors Fall 2021	Graduates 2021-2022	Majors Fall 2021	Graduates 2021-2022	Majors, Fall 2021	Graduates 2021-2022
<b>Baton Rouge CC</b>	395	206	176	59	571	265
<b>Bossier Parish CC</b>	143	54	46	9	189	63
<b>Delgado CC</b>	203	82	196	44	399	126
<b>Elaine P. Nunez CC</b>	47	27	65	12	112	39
<b>L.E. Fletcher TCC</b>	9	0	41	0	50	0
<b>Louisiana Delta CC</b>	127	38	75	26	202	64
<b>LSU Eunice</b>	313	98	253	49	566	147
<b>NorthShore TCC</b>	28	2	57	1	85	3
<b>River Parishes CC</b>	116	227	88	35	204	262
<b>South Louisiana CC</b>	64	30	67	22	131	52
<b>SU-Shreveport</b>	279	9	0	0	279	9
<b>SOWELA TCC</b>	10	5	4	0	14	5
<b>Total</b>	<b>1,734</b>	<b>778</b>	<b>1,068</b>	<b>257</b>	<b>2,802</b>	<b>1,035</b>

**Chart 2: Associate of Science in Teaching (Grades 1-5): Majors and Graduates, 2021-22**

<b>AS/Teaching, Grades 1-5</b>		
	<b>Majors, Fall 2021</b>	<b>Graduates, 2021-22</b>
<b>Baton Rouge CC</b>	185	6
<b>Bossier Parish CC</b>	117	1
<b>Delgado CC</b>	119	5
<b>Elaine P. Nunez CC</b>	33	0
<b>Louisiana Delta CC</b>	43	0
<b>River Parishes CC</b>	47	9
<b>Total</b>	544	21

**Associate Transfer Degrees and University Enrollment**

The Louisiana Transfer Degree was designed with a structured curriculum designed to fold directly into an undergraduate major with a guarantee of transfer of all 60 hours of the General Education Core, and junior level standing in the university. Since its creation in 2010, 1,703 LT graduates have enrolled in a university. The top university enrollees of ASLT graduates are UNO (97), LSU (93), and UL-Lafayette (72); the top universities enrolling AALT graduates are LSU (326), SLU (160), and UL-Lafayette (137). While overall numbers for Louisiana Transfer students fell again this year, students transferred and graduated from four-year institutions in higher numbers than last year. In the next year, BoR will develop Universal Transfer Pathways (Act 308, 2022) which will remove and modify some of the more restrictive parts of the ASLT and AALT to create the next generation of the ASLT and AALT Transfer programs.

**Chart 3: Associate Transfer Degrees and University Enrollment**

<b>L.T. Grad. Year</b>	<b>Degree</b>	<b>L.T. Graduates</b>	<b>Enrolled in a University</b>	<b>Percentage</b>
<b>2010-11</b>	AALT	1	0	0%
	ASLT	6	2	33%
	<b>LT (Total)</b>	<b>7</b>	<b>2</b>	<b>29%</b>
<b>2011-12</b>	AALT	38	30	79%
	ASLT	47	32	68%
	<b>LT (Total)</b>	<b>85</b>	<b>62</b>	<b>73%</b>
<b>2012-13</b>	AALT	64	50	78%
	ASLT	51	35	69%
	<b>LT (Total)</b>	<b>115</b>	<b>85</b>	<b>74%</b>
<b>2013-14</b>	AALT	69	54	78%
	ASLT	60	43	72%
	<b>LT (Total)</b>	<b>129</b>	<b>97</b>	<b>75%</b>
<b>2014-15</b>	AALT	125	91	73%
	ASLT	74	53	72%
	<b>LT (Total)</b>	<b>199</b>	<b>144</b>	<b>72%</b>
<b>2015-16</b>	AALT	150	116	77%
	ASLT	79	45	57%
	<b>LT (Total)</b>	<b>229</b>	<b>161</b>	<b>70%</b>
<b>2016-17</b>	AALT	198	136	69%
	ASLT	75	54	72%
	<b>LT (Total)</b>	<b>273</b>	<b>190</b>	<b>70%</b>
<b>2017-18</b>	AALT	204	143	70%
	ASLT	73	46	63%
	<b>LT (Total)</b>	<b>277</b>	<b>189</b>	<b>68%</b>
<b>2018-19</b>	AALT	280	200	71%
	ASLT	75	50	67%
	<b>LT (Total)</b>	<b>355</b>	<b>250</b>	<b>70%</b>
<b>2019-20</b>	AALT	262	181	69%
	ASLT	86	59	69%
	<b>LT (Total)</b>	<b>348</b>	<b>240</b>	<b>69%</b>
<b>2020-21</b>	AALT	254	165	65%
	ASLT	89	46	52%
	<b>LT (Total)</b>	<b>343</b>	<b>211</b>	<b>62%</b>
<b>2021-22</b>	AALT	262	54	21%
	ASLT	82	18	22%
	<b>LT (Total)</b>	<b>344</b>	<b>72</b>	<b>21%</b>

*Note: 2021-22 numbers include graduates in Summer or Fall 2021 who had enrolled in a university by the 2021-22 academic year (e.g., before the summer term, 2022).*

The Associate of Science in Teaching leads to a specific teacher education major and has seen comparable success to the LT in having its graduates continue enrollment to a university.

**Chart 4: Associate of Science in Teaching (Grades 1-5)**

AS Grade Year	AS/Teaching Completer	Enrolled in University	Percentages
2010-2011	43	35	81%
2011-2012	59	46	78%
2012-2013	27	24	89%
2013-2014	46	36	78%
2014-2015	35	30	86%
2015-2016	32	27	84%
2016-2017	22	17	77%
2017-2018	27	19	70%
2018-2019	36	23	64%
2019-2020	21	14	67%
2020-2021	19	9	47%
2021-22	21	4	19%
<b>Total</b>	<b>388</b>	<b>284</b>	<b>73%</b>

*Note: 2021-22 numbers include completers in Summer or Fall 2021 who had enrolled in a university by the 2021-22 academic year ended; it does not include completers who will have enrolled in Fall 2022.*

All non-applied associate degrees are considered transfer degrees in that they contain primarily transferable academic coursework and a sizeable portion of the 39-hour general education core for all bachelor's degrees. These would include the Associate of Arts (AA), Associate of Science (AS), Associate of General Studies (AGS), AS Criminal Justice (ASCJ), and AS Nursing (ASN), as well as the Louisiana Transfer (AALT, ASLT) degrees. The table below shows the number of associate degree graduates in the 2021-22 academic year (Summer/Fall/Winter/Spring semesters or terms) who had transferred to a university through 2021-22.

**Chart 5: 2021-22 Graduates with Associate Degrees Who Enrolled in a University**

Associate Degree	2021-22 Graduates	Enrolled in University	Percentage
<b>AA</b>	176	29	16%
<b>AALT</b>	254	165	65%
<b>AAS</b>	2,344	274	12%
<b>AGS</b>	1,290	371	29%
<b>ASCJ</b>	11	6	55%
<b>ASLT</b>	89	46	52%
<b>AS</b>	792	255	32%
<b>ASN</b>	966	90	9%
<b>AST</b>	19	15	79%
<b>Grand Total</b>	5,941	1,251	21%

The data suggest that those who complete the designated transfer degrees are much more likely to transfer to a university to continue their studies, just as initially envisioned. The AALT, ASLT, and AST have higher continuation rates with university enrollment (at 52%-65%). The ASN, which leads to licensure as a Registered Nurse, and the AAS, designed for direct workforce training and application, continue to have the

lowest continuation rates (9% and 12%) respectively. Graduates from these programs generally go straight into the workforce rather than directly transferring and continuing their studies.

This year BOR added the Associate of Applied Science (AAS) to the list of acceptable degrees for transfer. Currently, LSUA accepts AAS degrees into their four-year Bachelor of Arts in Applied Sciences.

### **Transfer Students and the Baccalaureate Degree**

The table below shows that 32% of 2021-22 baccalaureate graduates began as transfer students, which varies significantly among institutions. For Academic Year 2021-22, LSUA, McNeese, and Northwestern showed modest increases in their transfer completers from the previous year.

It is essential to highlight that the 32% rate of transfer baccalaureate completers does not represent the opportunity for growth that needs to exist to meet the Master Plan's 60 by 30 goal. Too few students are enrolling and completing the LT degrees with subsequent transferal to complete their baccalaureate at 4-year institutions to impact the numbers needed for the future.

**Chart 6: Baccalaureate Completers that Began as Transfer Students 2021-22**

Institution	2020-2021		2021-2022		Total Bac Completers		% that Began as Transfers	
	Total	w/Asc Degr	Total	w/Asc Degr	2020-2021	2021-2022	2020-2021	2021-2022
GSU	209	10	248	13	518	629	40%	39%
LA Tech	265	20	228	23	1,482	1,494	18%	15%
LSU	789	77	779	80	4,528	4,792	17%	16%
LSUA	298	84	399	99	435	554	69%	72%
LSUS	318	75	299	74	441	418	72%	72%
MSU	323	61	307	68	1,077	990	30%	31%
Nicholls	335	62	321	58	995	1,023	34%	31%
NSU	574	185	618	201	1,271	1,336	45%	46%
SLU	645	72	568	52	1,831	1,832	35%	31%
SUBR	275	28	252	29	715	709	38%	36%
SUNO	178	42	187	42	230	245	77%	76%
ULL	939	280	856	264	2,777	2,542	34%	34%
ULM	420	75	363	49	1,173	1,078	36%	34%
UNO	659	98	527	80	1,131	996	58%	53%
Grand Total	6,227	1,169	5,952	1,132	18,604	18,638	33%	32%

The Board of Regents uses annual completer report data to determine time to degree for 'native' and 'transfer' graduates. In the table below, '**Began as Freshmen**' graduates are '**native**' students who first enrolled as entering freshmen. '**Began as Transfer**' graduates are those who enrolled at the degree-granting university after having enrolled at another, e.g., they could have transferred 0~100+ credits. Data on the actual number of credits earned by students/graduates are not available.

**Chart 7: Average Enrollment Time to Degree (Years) 2020-21 and 2021-22 Graduates**  
*(Based on 1<sup>st</sup> semester of enrollment at the Awarding University)*

	Average Time to Degree (Years) Baccalaureate Completers					
	Began as Freshman		Began as Transfer		All Graduates	
Awarding University	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
<b>GSU</b>	5.2	5.3	4.3	4.3	4.8	4.9
<b>LA Tech</b>	4.2	4.0	4.0	3.4	4.1	3.9
<b>LSU</b>	4.2	4.1	3.4	3.4	4.1	4.0
<b>LSUA</b>	6.2	5.7	3.3	3.1	4.2	3.8
<b>LSUS</b>	5.3	5.2	3.4	3.4	4.0	3.9
<b>MSU</b>	4.8	4.9	4.0	3.6	4.5	4.5
<b>Nicholls</b>	4.8	4.8	3.8	3.9	4.5	4.5
<b>NSU</b>	4.8	4.8	4.3	4.3	4.6	4.6
<b>SLU</b>	4.8	4.8	3.7	3.8	4.4	4.5
<b>SUBR</b>	5.2	5.3	4.2	4.6	4.8	5.1
<b>SUNO</b>	7.7	8.4	5.6	5.7	6.1	6.3
<b>ULL</b>	4.9	4.8	3.5	3.7	4.4	4.4
<b>ULM</b>	4.6	4.6	3.7	4.0	4.3	4.4
<b>UNO</b>	5.1	4.8	3.7	3.7	4.3	4.2
<b>Grand Total</b>	<b>4.6</b>	<b>4.6</b>	<b>3.8</b>	<b>3.8</b>	<b>4.3</b>	<b>4.3</b>

Statewide transfer students in 2021-22 graduated in an average of 3.8 semesters after transfer, compared to first-time freshmen who graduated in 4.6 semesters. This number (Began as Transfer) varies greatly by institution; this year, students from LSUA had the shortest average time to completion with 3.1 semesters. LA Tech (3.4), LSU (3.4), LSUS (3.4), and MSU (3.6) followed with subsequent shortest average times to completion.

Of the 18,638 baccalaureate graduates during the 2021-22 academic year, 68% began as first-time freshmen at the university from which they graduated, and 5,952 (32%) were transfers.

### **Academic Transfer Opportunities**

The Board of Regents continues to work with statewide public postsecondary institutions to collaborate and develop quality transfer programs. The Statewide Articulation Transfer Council (SATC) met quarterly during Academic Year 2021-22 developed a statewide model for prior learning assessment approved by the BoR at its March 2022 meeting and conducted a review of transfer policies to increase access and equity to Louisiana's public postsecondary institutions. Additionally, transfer legislation presented to the legislature expanded the purview of Act 356 (2009) and passed Act 308 (2022) which requires the development of Universal Transfer Pathways which will be developed for AY 22-23.

Dual Enrollment (DE) opportunities continue to grow and flourish following statewide recommendations made by the DE Task Force. A one-stop-shop online portal, [adualenrollment.com](http://adualenrollment.com), was launched on January 25<sup>th</sup>, 2022, to provide students, counselors, and parents with a convenient and user-friendly location to obtain information regarding all aspects of dual enrollment, particularly the transferability of coursework. Board of Regents staff are developing a platform to host the Articulation Matrix. This application will move the Articulation Matrix from its present iteration as an Excel spreadsheet to an interactive online user-friendly application. The next year will see AP/CLEP and IB courses added to the matrix as well as the American Council on Education's military equivalents of general education courses currently on the matrix.

In addition, the Board of Regents Teacher and Leadership Initiatives office convened representatives from 2-year and 4-year institutions to review and revise graduation requirements for the Associate of Science in Teaching. New policy recommendations were approved at the January 2022 Board meeting removing completion barriers.

### **Military Articulation and Transfer: Veterans and Spouses**

Expedited articulation and transfer assist all students in pursuing their educational goals. In this eighth year of the *Governor's Military and Veteran Friendly Campus (GMVFC)* designation (per Act 232 of the 2015 Session & Act 429 of the 2021 Session), public colleges and universities reported decreased numbers in many of the elements specifically required for veterans and their spouses. This year, a new reporting element was added to the GMVFC Report. The total number of veteran, spouse, and dependent graduates for each campus is now required.

The area of Veterans' services has expanded statewide, now going beyond the scope of the initial requirements of the law. The past eight years have shown significant gains by the institutions in the number, quality, and variety of program offerings targeting Veteran students and their families. Last summer, the LaVetCorps<sup>1</sup> and the Louisiana Department of Veterans Affairs (LDVA) signed a Memorandum of Understanding with each public postsecondary institution to expand the presence of the LaVetCorps on their campuses. BoR continues to partner with LaVetCorps and sponsored training sessions for their campus Navigators in November 2022 which will continue in 2023. Additionally, BoR further supported our adult and military students by developing policies such as A.A. Policy 2.23 Prior Learning Assessment (approved by the Regents in March 2022) to ensure that all credits earned by military students can be reviewed and applied to their degree programs.

Academic year 2021-22 represented the third year in a row with the full participation of all statewide public postsecondary campuses in the *GMVFC* program. This represents 100% participation in this program by public postsecondary institutions in the state.

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<sup>1</sup> LaVetCorps is a cooperative program between the Louisiana Department of Veterans Affairs and AmeriCorps. The mission of LaVetCorps is to empower veterans' families and campus communities to help veterans returning from active military service transition home to college and their local community successfully.

**Chart 9: Overview of Veteran & Spouse/Dependent Transfer Activity for 2021-2022**

SYSTEM	CAMPUS	TOTAL VETS	TOTAL SPOUSE/ DEPS	TOTAL CREDIT HRS	TOTAL SPOUSE/DEPS CREDIT HRS	TOTAL CREDIT HOURS V+S	Total Vet Grads	Total Spouse/DEP Grads
<b>LSU System</b>	LSU A&M	2014	6	1,314	10,966	12,283	1,024	1,292
	LSUA	123	111	7,297	5,760.11	13,057	28	11
	LSUE	44	8	1914	511	2425	4	6
	LSUS	20	14	1,932	971	2,903	69	31
<b>SU System</b>	SUBR	21	9	1,157	603	1,760	18	6
	SUNO	13	1	148	18	166	10	6
	SUSLA	11	9	43	68	111	3	1
<b>UL System</b>	GSU	6	11	456.2	573	1,029.20	7	22
	LA TECH	59	28	1,799.48	504	2,303.48	5	2
	MCNEESE	54	136	2,350	3,548	5,898	8	13
	NICHOLLS	37	3	1,118.73	57	1,175.73	35	12
	NSU	0	1	0	8	8	89	28
	SLU	30	9	1,815.00	635.5	2,450.50	63	53
	ULL	97	64	4,993	2,958	7,951	0	0
	ULM	74	81	5,392	2,708	8,100	22	39
	UNO	29	18	525	400	925	33	2
<b>LCTCS</b>	BRCC	49	61	3,105	6,602	9,707	32	64
	BPCC	4	5	27	30	57	72	12
	CLTCC	28	95	304	0	304	67	92
	DELGADO	597	969	2,709	5,052	7,761	93	159
	FTCC	40	70	2,038	3,361	5,399	2	12
	LDCC	16	22	914	1,233	2,147	52	58
	NTCC	7	11	69	175	244	11	20
	NWLTC	0	0	0	0	0	8	2
	NUNEZ	8	8	43	49	92	12	5
	RPCC	97	179	206	288	494	24	20
	SLCC	58	81	1,043	1,483	2,526	26	3
	SOWELA	30	167	400	799	1,199	22	24
<b>TOTAL</b>		<b>2,014</b>	<b>6,012</b>	<b>43,112</b>	<b>49,361</b>	<b>92,476</b>	<b>1,024</b>	<b>1,292</b>

## **Summary**

The Board of Regents, the Statewide Articulation and Transfer Council, and the entire postsecondary education system continues to promote student success and improve the transfer and articulation experience statewide. Plans are underway to transfer the current Articulation Matrix to a web-based, user-friendly application and expand the Matrix to include technical and dual enrollment courses, AP, CLEP, IB, and ACE military recommendations.

All students benefit as campuses broaden their approach to evaluating prior learning and awarding or articulating credit students bring with their enrollment. A statewide policy for Prior Learning Assessment (PLA) approved in March 2022 by the Regents' will be integral to this process. Linking credentials to certifications, as LCTCS is doing with several of its technical programs, will make it easier to grant articulated college credits for certifications achieved as students turn to the colleges to continue their education.

Considering the disruptions of COVID-19 and natural disasters impacting education this past year, efforts to improve outreach and communication effectiveness must continue so that students, from K-12 through retirement age, can easily find their path to a postsecondary degree or credential. Most critically, transfer students of all types will be crucial in attaining the Master Plan's overarching goal, for 60% of the population to have a credential of value by 2030. BoR was successful in passing legislation to expand and relieve the structure of the LT to attract more students to these pathways. A user-friendly, straightforward map that students can use to guide their journey from Associate to Bachelor's degree will create a new pipeline to enable more students to successfully complete their degree and transition to a future workforce where they can be successful citizens of Louisiana.