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January 11, 2023

The Honorable Cleo Fields
Chair, Senate Education Committee
2147 Government Street
Baton Rouge, LA 70806

Dear Senator Fields:

R.S. 17:3168 requires the Board of Regents to submit a written report on the status of statewide articulation and transfer of credit across all public educational institutions in Louisiana.

The 2021-2022 Report: Articulation and Transfer is attached. If you have any questions, please do not hesitate to contact me concerning this response or any other matters relating to higher education. We look forward to working with you in the coming year.

Sincerely,

Kim Hunter Reed, Ph.D.
Commissioner of Higher Education

Attachment

c: Yolanda Dixon, Secretary of the Senate, dixon@legis.la.gov
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AGENDA ITEM VII.D.1.c.

Report regarding Act 356 of the 2009 Regular Legislative Session 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

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

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

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

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

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%
Total	388	284	73%

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
AA	176	29	16%
AALT	254	165	65%
AAS	2,344	274	12%
AGS	1,290	371	29%
ASCJ	11	6	55%
ASLT	89	46	52%
AS	792	255	32%
ASN	966	90	9%
AST	19	15	79%
Grand Total	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 1st semester of enrollment at the Awarding University)**

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

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, was launched on January 25th, 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 LaVetCorps¹ 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.

¹ 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
LSU System	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
SU System	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
UL System	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	
LCTCS	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	
TOTAL		2,014	6,012	43,112	49,361	92,476	1,024	1,292

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.