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STATE OF LOUISIANA

P. O. Box 3677
Baton Rouge, LA 70821-3677
Phone (225) 342-4253, FAX (225) 342-9318
www.laregents.edu

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January 31, 2024

Senator Rick Edmonds
Chair, Senate Education Committee
P.O. Box 94183
Baton Rouge, LA 70804

Dear Senator Edmonds:

R.S. 17:3168 requires the Board of Regents to submit a written report on the status of statewide articulation and transfer of credit efforts across all public educational institutions in Louisiana. The 2022-2023 Articulation and Transfer Report 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

cc: Yolanda Dixon, Secretary of the Senate, dixon@legis.la.gov
Poynter Library, DRPLibrary@legis.la.gov
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Response to Act 356 of the 2009 Regular Legislative Session 2022-23 Articulation and Transfer Report

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, 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 the mandates of Act 356 and subsequent clarifying legislation.

Considerations

To meet the Regents' Master Plan attainment goal of 60% of working-age adults holding a degree or credential of value by 2030, Louisiana's educational stakeholders will have to ensure that categories of students beyond traditional freshmen move through the various postsecondary education pipelines.

To increase credential attainment in the state, in addition to targeting the traditional full-time freshman population, Regents has worked in partnership with the four public postsecondary systems on initiatives to increase the enrollment of high school students attaining academic and technical dual enrollment credit, grow transfer student enrollment at two- and four-year institutions, expand 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, all 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 these degrees for their intended purpose and transferring to a baccalaureate degree program.

To reach the Regents' Master Plan attainment goal, Regents staff, over the past two years, has been cultivating and creating policies and programs that spur transfer student enrollment growth. In one of the first steps to changing the landscape, the Board of Regents approved a statewide Prior Learning Assessment Policy (AA 2.23 in 2022) that established guidelines for the evaluation and

awarding of undergraduate credit for college-level learning acquired outside of the traditional educational environment. This policy advantages both traditional-age students and the adult population returning to college by recognizing 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. As this is a new policy, data regarding widespread use will not be available until next year.

Act 308 (2022) of the 2022 Regular 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 specifically called for the creation of statewide transfer pathways in each of the most enrolled bachelor's-level majors. Once implemented, these pathways will guarantee that students can begin their educational journey at any public postsecondary institution and be sure that all their coursework will transfer and count as part of their degree requirements.

Regents worked in collaboration with the Statewide Articulation and Transfer Council (SATC) to create an updated Master Course Articulation Matrix (Matrix), which guarantees that every general education course transfers between all Louisiana public colleges and universities. If a receiving institution teaches the transfer course, the Matrix provides the one-to-one match. If the receiving institution does not teach a one-to-one equivalent course, the receiving institution provides the appropriate number of credit hours in the appropriate area of the general education requirements.

Regents and SATC also worked to establish the infrastructure to support the requirements of Act 308 (2022), selecting 24 programs to build universal transfer pathways and further expanding the Articulation Matrix and the Louisiana Common Course Catalog to include those courses required by the new pathways.

In the Spring of 2023, Regents selected those baccalaureate programs with the highest enrollment in the state. Regents staff then worked with faculty committees from all institutions to create the 24 subject-specific universal transfer pathways developed in collaboration with SATC. On December 13, 2023, The Board of Regents approved the list of 24 transfer pathways, which will launch in Fall 2024.

In 2022-23, Regents staff continued discussions with SATC on topics related to the articulation of courses, expanding the discussion to include Career and Technical Education (CTE) courses. As part of this initiative, BOR is also currently working with the Louisiana Community and Technical College System (LCTCS) on a CTE Matrix.

Additionally, the BOR allocated internal resources to develop a new Interactive Articulation Matrix, which went live in December 2023. This new matrix platform allows all stakeholders to search statewide course articulations at all public postsecondary institutions in a user-friendly format.

Finally, Regents and SATC took the following actions throughout 2022-23 to support this statewide transfer infrastructure: 1) approved the BOR's new Interactive Articulation Matrix, which was then sent to the Regents for final approval; 2) approved the creation of Louisiana Common Course Numbers (LCCN) for courses that exist in the new transfer pathways; 3) approved the development of LCCN for technical courses and 4) approved a statewide Reverse Transfer Policy between two- and four-year public postsecondary institutions. Throughout this past year, the Council committed to working with the Board of Regents on these ongoing and overarching issues to ensure that transfer

students will have increased opportunities for the articulation of their coursework and the completion of their degrees.

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 as well as ensure full application of the new universal transfer pathways, which will be launched in Fall 2024.

Additionally, now that the 24 transfer pathways have been created and approved, BOR will work with LDOE to align the Associate of Arts and Associate of Science Fast Forward pathways with the new transfer pathway curricula. In this way, students who follow those pathways can be guaranteed that the coursework they have earned will apply towards their degree at every public four-year institution.

The new Interactive 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), substantive and robust review efforts will continue refining and expanding these tools.

The following *2022-23 Articulation and Transfer Report* 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 the context of 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.

2022-23 Articulation and Transfer Report

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's degree programs. It directs that the report address: (1) the number and percentage of students who complete a transfer associate's degree program; (2) the number and percentage of students who earn a transfer associate's 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.

Transfer Associate's 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 Shreveport, and SOWELA TCC.

At its inception, enrollment in the LT program grew steadily (Chart 1) from 214 in 2010 to 4,058 in 2023. The number of graduates from the ASLT and AALT programs subsequently leveled out in the mid-to-lower three hundreds and have declined over the last few years. BRCC currently has the highest number of enrolled LT majors at 944, followed by Delgado at 733 and LSUE at 668. The percentage of 2022-2023 LT majors who went on to graduate was 8% (n=312).

For 2022-2023, the AST degree graduated 49 students (Chart 2), a modest increase in number from the previous three years. This year, the yield of graduates to majors increased from 4% to 6%. This slight increase could be attributed to the modifications to the AST program structure in 2022 to ensure the program aligned with the state’s four-year programs and to remove barriers to graduation, including passage of the Praxis II.

Currently, 31% of the total number of baccalaureate completers (Chart 6) began as transfer students, demonstrating the sizeable impact that can be achieved by better-functioning transfer policy and practice. Universal Transfer Legislation (Act 308, 2022) restructured the more restrictive ALT and AALT pathways into more uniform and easy-to-follow transfer maps. In 2023, BOR staff identified the top 24 pathways with the highest enrollment and worked with faculty from affected departments to structure these associate’s degree maps. By gathering faculty from each discipline, BOR was able to remove previous challenges, such as course equivalencies, sequences, and prerequisites, that prevented students from completing these degrees. Once launched in Fall 2024, these universal transfer 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 toward their degree requirements.

While campuses may continue to promote the LT as an option for students aspiring to pursue a bachelor’s degree, the addition of the universal pathways provides additional attractive options for students to pursue their degrees. With the development of the universal transfer pathways, it is anticipated that greater student participation will occur due to the flexibility and popularity of the degree maps.

Chart 1: Louisiana Transfer Degree: Majors and Graduates, 2022-23

Institution	AALT		ASLT		Totals	
	Majors 2022-23	Graduates 2022-23	Majors 2022-23	Graduates 2022-23	Majors 2022-23	Graduates 2022-23
Baton Rouge CC	697	69	247	23	944	92
Bossier Parish CC	261	10	52	1	313	11
Delgado CC	407	10	326	11	733	21
Elaine P. Nunez CC	68	9	87	2	155	11
L.E. Fletcher CC	13	0	49	0	62	0
Louisiana Delta CC	191	14	83	4	274	18
LSU Eunice	384	36	284	19	668	55
River Parish CC	145	77	166	6	311	83
South Louisiana CC	76	3	126	12	202	15
SOWELA TCC	22	1	9	0	31	1
SU Shreveport	365	5	0	0	365	5

Total	2,629	234	1,429	78	4,058	312
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Chart 2: Associate of Science in Teaching (Grades 1-5): Majors and Graduates, 2022-23

Institution	Majors 2022-23	Graduates 2022-23
Baton Rouge CC	285	21
Bossier Parish CC	151	2
Delgado CC	173	14
Elaine P. Nunez CC	45	3
Louisiana Delta CC	122	0
River Parish CC	70	8
SU Shreveport	10	1
Total	856	49

Transfer Associate’s Degrees and University Enrollment

The Louisiana Transfer Degree was designed with a structured curriculum to fold directly into an undergraduate major with guaranteed transfer of all 60 hours of the General Education Core, and junior level standing upon enrollment in the university. Since its creation in 2010, 1,977 LT graduates have *enrolled* in a university.

From AY 2010-11 to AY 2022-2023, the top universities enrolling ASLT graduates are LSU (105), UNO (105), and UL-Lafayette (87); the top universities enrolling AALT graduates are LSU (399), SLU (173), and UL-Lafayette (165).

There was a slight decrease in the number of LT degrees awarded for AY 2022-2023 in comparison with AY 2021-2022 (Chart 3). Due to the timing of this report, data for the Academic Year 2023-24, transfer enrollees will be available in the next academic year.

In the next year, BOR’s approved universal transfer pathways (Act 308, 2022) will represent the next generation of ASLT and AALT Transfer programs.

Chart 3: Transfer Associate’s 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%
	L.T. (Total)	7	2	29%
2011-12	AALT	38	30	79%
	ASLT	47	32	68%
	L.T. (Total)	85	62	73%

2012-13	AALT	64	51	80%
	ASLT	51	36	71%
	L.T. (Total)	115	87	76%
2013-14	AALT	69	55	80%
	ASLT	60	44	73%
	L.T. (Total)	129	99	77%
2014-15	AALT	125	93	74%
	ASLT	74	54	73%
	L.T. (Total)	199	147	74%
2015-16	AALT	150	119	79%
	ASLT	79	46	58%
	L.T. (Total)	229	165	72%
2016-17	AALT	198	137	69%
	ASLT	75	59	79%
	L.T. (Total)	273	196	72%
2017-18	AALT	204	148	73%
	ASLT	73	46	63%
	L.T. (Total)	277	194	70%
2018-19	AALT	280	205	73%
	ASLT	75	51	68%
	L.T. (Total)	355	256	72%
2019-20	AALT	262	190	73%
	ASLT	86	60	70%
	L.T. (Total)	348	250	72%
2020-21	AALT	254	181	71%
	ASLT	89	51	57%
	L.T. (Total)	343	232	68%
2021-22	AALT	260	171	66%
	ASLT	81	46	57%
	L.T. (Total)	341	217	64%
2022-23	AALT	234	*	*
	ASLT	78	*	*
	L.T. (Total)	312	*	*

* Due to the timing of this report, data is not available for Academic Year 2023-24.

The Associate of Science in Teaching leads to a specific teacher education major and has seen general success in having its graduates continue enrollment to a university (Chart 4). In like fashion to the LT degrees, the proportion of AST graduates who successfully transfer to a university has declined in the last two years.

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

AS Grade Year	AS/Teaching Completer	Enrolled in University	Percentages
2010-11	43	35	81%
2011-12	59	48	81%
2012-13	27	24	89%
2013-14	46	36	78%
2014-15	35	30	86%
2015-16	32	28	88%
2016-17	22	17	77%
2017-18	27	19	70%
2018-19	36	27	75%
2019-20	21	15	71%
2020-21	19	16	84%
2021-22	21	9	43%
2022-23	49	11	22%
Total	437	315	72%

All non-applied associate’s degrees (Chart 5) 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 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 chart below shows the number of associate’s degree graduates in the 2022-23 academic year (Summer/Fall/Winter/Spring semesters or terms) who had transferred to a university through 2022-23.

Chart 5: 2022-23 Graduates with Associate’s Degrees Who Enrolled in a University

Associate’s Degree	2022-23 Graduates	Enrolled in University	Percentage
AA	166	65	39%
AALT	234	54	23%
AAS	2,083	99	5%
AAT	100	3	3%
AD	12	11	92%
AGS	1,371	474	35%
AS	650	195	30%
ASCJ	14	1	7%
ASLT	78	16	21%
ASN	944	279	30%
Grand Total	5,652	1,197	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 AD, AA, AGS, AS, and ASN have higher continuation rates with university enrollment (at 30%-92%). The AD is an

Associate’s Degree in Veterinary Technology offered through Northwestern State University. The ASN transfer rate, which leads to licensure as a Registered Nurse, increased to 30% this year.

The AAS, designed for direct workforce training and application, had the lowest continuation rate (5%). Graduates from this program 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 program.

Transfer Students and the Baccalaureate Degree

The table below (Chart 6) shows that 31% of 2022-23 baccalaureate graduates began as transfer students. This proportion varies significantly among institutions. For Academic Year 2022-23, LSUA, LSU, McNeese and Louisiana Tech showed modest increases in their transfer completers from the previous year. All other institutions decreased by a percentage point or two or remained static.

Chart 6: Baccalaureate Completers who Began as Transfer Students

Institution	2021-22		2022-23		Total Bacc Completers		% who Began as Transfers	
	Total	w/Assoc Degree	Total	w/Assoc Degree	2021-22	2022-23	2021-22	2022-23
GSU	250	19	231	19	638	628	39%	37%
LA Tech	227	26	231	29	1,502	1,475	15%	16%
LSU	785	84	812	71	4,822	4,733	16%	17%
LSUA	400	113	482	120	556	639	72%	75%
LSUS	302	79	271	84	422	408	72%	66%
MSU	312	75	333	89	1,004	1,020	31%	33%
Nicholls	325	72	277	56	1,037	1,004	31%	28%
NSU	626	235	567	217	1,362	1,261	46%	45%
SLU	577	56	514	63	1,855	1,813	31%	28%
SUBR	255	32	252	37	715	694	36%	36%
SUNO	190	58	169	46	248	219	77%	77%
ULL	861	273	791	256	2,560	2,358	34%	34%
ULM	368	60	349	72	1,095	1,064	34%	33%
UNO	536	92	426	54	1,014	868	53%	49%
Total	6,014	1,274	5,705	1,213	18,830	18,184	32%	31%

The Board of Regents uses annual completer report data to determine time to degree for ‘native’ and ‘transfer’ graduates. In the table below (Chart 7), ‘**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 institution first. Of the 18,184 baccalaureate completers during the 2022-23 academic year, 5,705 were transfer students (31.3%), with 1,213 (6.7%) transferring with an associate’s from one of Louisiana’s public institutions (Chart 6).

Act 205 of the 2022 Louisiana Legislature Regular Session requires a statewide articulation agreement for the reverse articulation or reverse transfer of academic credits earned by a student while enrolled in a four-year postsecondary institution back to a community college for the purpose of enabling a student to complete the requirements for an associate’s degree from the community college. This policy, governed by the Board of Regents in collaboration with SATC, establishes the guidelines and procedures for statewide reverse transfer and aims to facilitate reasonable flexibility to institutions in awarding degrees through reverse transfer.

Chart 7: Average Enrollment Time to Degree (Years)

Awarding University	Average Time to Degree (Years) Baccalaureate Completers					
	Began as Freshman		Began as Transfer		All Graduates	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
GSU	5.4	5.6	4.3	4.3	5.0	5.1
LA Tech	4.1	4.2	3.4	3.5	4.0	4.1
LSU	4.2	4.1	3.4	3.4	4.1	4.0
LSUA	5.8	5.7	3.2	2.9	3.9	3.6
LSUS	5.3	5.1	3.5	3.6	4.0	4.1
MSU	5.0	5.0	3.7	3.9	4.6	4.6
Nicholls	4.9	4.9	4.0	4.2	4.6	4.7
NSU	4.9	4.9	4.5	3.9	4.7	4.4
SLU	4.9	4.8	3.9	3.7	4.5	4.5
SUBR	5.4	5.5	4.7	4.1	5.2	5.0
SUNO	8.5	8.1	5.8	6.0	6.4	6.5
ULL	4.9	5.0	3.8	3.8	4.5	4.6
ULM	4.8	5.0	4.1	3.8	4.5	4.6
UNO	5.0	5.1	3.9	4.2	4.4	4.6
Grand Total	4.7	4.7	3.9	3.8	4.4	4.4

In 2022-23 statewide transfer students graduated in an average of 3.8 years after transfer, compared to first-time freshmen, who graduated in 4.7 years. This number (Began as Transfer) varies greatly by institution; this year, students from LSUA had the shortest average time to completion, at 2.9 years. LSU (3.4) and LA Tech (3.5) followed with subsequent shortest average times to completion.

Of the 18,184 baccalaureate completers during the 2022-23 academic year, 5,705 were transfer students (31.3%), with 1,213 (6.7%) of those transferring with an associate’s (Chart 6).

Transfer Opportunities

The Board of Regents continues to work with statewide public postsecondary institutions, the Louisiana Department of Education (LDOE), and SATC to collaborate and develop quality transfer programs.

Dual Enrollment (DE) opportunities continue to grow and flourish following statewide recommendations made by the DE Task Force. A one-stop-shop online portal, ladualenrollment.com, provides 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.

In addition to the programs previously discussed, the Board of Regents has worked with LDOE on the Fast Forward initiative. In June 2021, BESE approved the launch of the Fast Forward initiative, funded with planning grants supported by Regents and LDOE. Fast Forward 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 Louisiana-registered high-demand apprenticeship. Students in Fast Forward have the option to participate in one of three pathways.

1. The Fast Forward Jump Start 2.0 Pathway includes a wide range of careers and postsecondary pathways students may enter after earning a technical associate's degree on a postsecondary campus or Regents-approved satellite campus while dually earning a Jump Start TOPS Tech Career Diploma.
2. The Fast Forward University Pathway allows students to earn a universal transfer degree or technical associate's degree from a postsecondary campus while dually earning a TOPS University Diploma. The curricula for the transfer associate's degrees are consistent across all LCTCS campuses and allow students to seamlessly transfer to a four-year institution upon earning the degree.
3. The Fast Forward High-Demand Apprenticeship Pathway includes a variety of careers or postsecondary pathways that students may enter after participating in a Louisiana Workforce Commission-approved pre-apprenticeship/apprenticeship program while dually earning a Jump Start TOPS Tech Career Diploma or TOPS University Diploma.

At its meeting in December 2023, the State Articulation and Transfer Council (SATC) agreed to collaborate with the Board of Regents to expand existing work around transfer over the coming year in several important ways:

- Raise awareness of General Education transferability;
- Raise awareness of the universal transfer pathways;
- Create an Articulation Matrix for IBCs and short-term credentials; and
- Map articulated technical education journeys that navigate from a short-term credential to graduate school without losing a credit.

Work will be undertaken to raise awareness of the recent progress toward making transfer more seamless. The new interactive Articulation Matrix will also be expanded to include the courses that have been added through the creation of the 24 transfer pathways. The new Matrix interface will inform users whether the potential transfer course is a general education course or a major-specific course on a pathway. The Articulation Matrix will also be expanded to include AP and CLEP courses, so that students can know for which courses their scores provide credit at each institution.

Students and institutions should also have a better understanding of career and technical education

Programs, allowing them to assess opportunities for articulation and transfer as well as a transition directly to employment. Many such possibilities already exist within the Louisiana higher education ecosystem.

Military Articulation and Transfer: Veterans and Spouses

Expedited articulation and transfer assists all students in pursuing their educational goals. In this ninth 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, and Act 53 of the 2023 Legislative Session), public colleges and universities reported modest increases in the numbers of many of the elements specifically required for veterans and their spouses (Chart 8).

The area of veterans' services has expanded statewide, now going beyond the scope of the initial requirements of the law. The past nine years have yielded significant gains by the institutions in the number, quality, and variety of program offerings targeting veteran students and their families. BOR continues to work with the Louisiana Department of Veterans Affairs (LDVA) and the LaVet Corps program to provide best practices in student services to military students. Act 53 of the 2023 Legislative Session charged the Board of Regents to develop a tiered reward system for those *GMVFC designees* that achieve additional specific levels of excellence in working with their military and spouse/dependents population which will be presented to the Board of Regents for consideration in March 2024.

Additionally, the development of A.A. Policy 2.23, Prior Learning Assessment (approved by the Regents in March 2022), ensures that all credits earned by military students can be reviewed and applied to their degree programs.

Academic Year 2022-2023 represented the fourth year in a row with the full participation of all statewide public postsecondary campuses in the *GMVFC* program. Additionally, this year Dillard University became the first non-public institution to achieve the designation.

CHART 8: AY 2022-23 Reported NEW Incoming Enrollment for GMVF Campuses

SYSTEM	CAMPUS	NEW VETS	TOTAL CREDIT HOURS	TOTAL SPOUSE/ DEPS	TOTAL SPOUSE /DEPS /CREDIT HRS	TOTAL CREDIT HOURS VETS+ SPOUSE/ DEPS	TOTAL VET GRADS	TOTAL SPOUSE /DEP GRADS
LSU System	LSU A&M	24	1,411	506	10,557.7	11,968.70	194	555
	LSUA	102	7,000.55	133	8,019.61	15,020.16	51	25
	LSUE	32	1,402.73	8	557	1,959.73	6	7
	LSUS	41	1,363	8	379	1,742	98	50
Total		199	11,177.28	655	19,513.3	30,690.59	349	637
SU System	SUBR	19	1,086.50	22	1,259	2,345.50	33	31
	SUNO	15	162	4	39	201	6	7
	SUSLA	4	39	1	17	56	4	1
Total		38	1,287.50	27	1,315	2,602.50	43	39
UL System	GSU	6	297	3	192	489	8	11
	LA TECH	1,164	25,72.84	175	494	3,066.84	56	52
	MCNEESE	54	1,050	77	3,187	4,237	10	11
	NICHOLLS	271	780	157	489	1,269	39	16
	NSU	8	0	0	0	0	102	6
	SLU	32	2,049.20	14	703	2,752.20	47	41
	ULL	80	5,584.45	79	3,239	8,823.45	41	42
	ULM	58	2,986	86	3,150	6,136	32	36
	UNO	127	359	27	80	439	8	3
Total		1,800	15,678.49	618	11,534	27,212.49	343	218
	BRCC	69	2,437.67	128	4,828	7,265.67	61	94
	BPCC	12	118.5	6	46	164.5	34	18
	CLTCC	0	0	0	0	0	8	20

LCTCS	DELGADO	1,063	1,832	1,165	1,663	3,495	40	15
	FTCC	14	672	27	1,071	1,743	17	24
	LDCC	28	1,453	23	692	2,145	44	67
	NTCC	17	308	16	153	461	12	33
	NWLTC	0	0	0	0	0	48	45
	NUNEZ	1	3	0	0	3	14	13
	RPCC	18	503.7	32	845	1,348.70	12	37
	SLCC	94	1,774	121	1,998	3,772	40	0
	SOWELA	96	275	108	428	703	18	25
Total		1,412	9,376.87	1,626	11,724	21,100.87	348	391
GRAND TOTAL		3,449	37,520.14	2,926	44,086.3	81,606.41	1,083	1,285

Summary

The Board of Regents, the Statewide Articulation and Transfer Council, and the entire postsecondary education system continue to promote student success and improve the transfer and articulation experience statewide by now setting forth the necessary infrastructure for the aforementioned initiatives.

Significant steps have been taken to improve the state of transfer in Louisiana. General Education courses are now seamlessly transferrable, the first set of universal transfer pathways has been developed and approved, and are now being implemented, uniform AP/CLEP scores have been established, and a new user-friendly online platform for the Articulation Matrix has been launched.

Plans are underway to expand the Matrix to include technical and dual enrollment courses, AP, CLEP, IB, and ACE military recommendations, as well as create an additional 20 transfer pathways in the upcoming year. BOR is also working with the LCTCS to create an IBC Matrix Crosswalk.

All students benefit as campuses expand and recalibrate their approaches to evaluating prior learning and awarding or articulating the credits students bring with their enrollment. The statewide policy for Prior Learning Assessment (PLA) approved in March 2022 by the Regents will be integral to this process. We have worked with campuses to develop coding for the reporting of the various types of PLA that students will be transferring. 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. As we expand the transfer pathways in the upcoming year, linking credentials to certifications can potentially save students time and money as they receive transfer credit for technical certifications not previously allowed.

Regents' efforts to improve outreach and communication effectiveness will continue, ensuring that students, from K-12 through retirement age, can easily find their path to a postsecondary degree or credential.