

2020-21 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 2020-21 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 3,220 in 2020. But that growth has stalled and even begun to decline, with students in the 3,220 Louisiana Transfer majors representing only 33% of the total AA, AS, ASLT, and AALT majors in 2020-2021. Similarly, the number of graduates from the ASLT and AALT programs has leveled out in the mid-three-hundreds and also begun to decline. This is exacerbated by the 11% yield of majors to graduates.

Similarly, Associate of Science in Teaching graduates have declined for the past three academic years (2018-19, 2019-20, and 2020-21) by 36, 21, and 19, 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, 33% of the total number of baccalaureate completers began as transfer students, providing only a fraction of the graduates needed to meet Master Plan priorities.

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. Instead, the structure of the degree should be revisited and enhanced to better help reach the 2030 goal.

Chart 1: Louisiana Transfer Degree: Majors and Graduates, 2020-21

| | -- AALT -- | | -- ASLT -- | | --TOTALS-- | |
|---------------------------|---------------------|------------------------|---------------------|------------------------|----------------------|------------------------|
| | Majors Fall 2020 | Graduates 2020-2021 | Majors Fall 2020 | Graduates 2020-2021 | Majors, Fall 2020 | Graduates 2020-2021 |
| Baton Rouge CC | 473 | 69 | 187 | 25 | 660 | 94 |
| Bossier Parish CC | 172 | 18 | 58 | 6 | 230 | 24 |
| Delgado CC | 239 | 36 | 261 | 16 | 500 | 52 |
| Elaine P. Nunez CC | 67 | 0 | 72 | 0 | 139 | 0 |
| L.E. Fletcher TCC | 19 | 10 | 66 | 4 | 85 | 14 |
| Louisiana Delta CC | 123 | 7 | 94 | 7 | 217 | 14 |
| LSU Eunice | 297 | 27 | 279 | 13 | 576 | 40 |
| River Parishes CC | 123 | 72 | 147 | 11 | 270 | 83 |
| South Louisiana CC | 75 | 10 | 76 | 7 | 151 | 17 |
| SU-Shreveport | 371 | 4 | 0 | 0 | 371 | 4 |
| SOWELA TCC | 17 | 1 | 4 | 0 | 21 | 1 |
| Total | 1,976 | 254 | 1,244 | 89 | 3,220 | 343 |

Chart 2: Associate of Science in Teaching (Grades 1-5): Majors and Graduates, 2020-21

| AS/Teaching, Grades 1-5 | | |
|---------------------------|----------------------|-----------------------|
| | Majors, Fall 2020 | Graduates, 2020-21 |
| Baton Rouge CC | 179 | 4 |
| Bossier Parish CC | 131 | 3 |
| Delgado CC | 137 | 8 |
| Elaine P. Nunez CC | 30 | 1 |
| River Parishes CC | 47 | 3 |
| Total | 524 | 19 |

Associate Transfer Degrees and University Enrollment

The Louisiana Transfer Degree was designed with a structured but flexible meta-major curriculum designed to fold directly into an undergraduate major with a guarantee of transfer of all 60 hours, block transfer of the General Education Core, and junior level standing in the university. Since its creation in 2010, 1,450 LT graduates have enrolled in a university. The top university enrollees of ASLT graduates are UNO (92), LSU (89), and UL-Lafayette (62); the top universities enrolling AALT graduates are LSU (258), SLU (164), and UL-Lafayette (108). While overall numbers for Louisiana Transfer students fell this year, students transferred and graduated from four-year institutions in higher numbers than last year.

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 | 49 | 77% |
| | ASLT | 51 | 35 | 69% |
| | LT (Total) | 115 | 84 | 73% |
| 2013-14 | AALT | 69 | 54 | 78% |
| | ASLT | 60 | 43 | 72% |
| | LT (Total) | 129 | 97 | 75% |
| 2014-15 | AALT | 125 | 89 | 71% |
| | ASLT | 74 | 52 | 70% |
| | LT (Total) | 199 | 141 | 71% |
| 2015-16 | AALT | 150 | 115 | 77% |
| | ASLT | 79 | 45 | 57% |
| | LT (Total) | 229 | 160 | 70% |
| 2016-17 | AALT | 198 | 133 | 67% |
| | ASLT | 75 | 54 | 72% |
| | LT (Total) | 273 | 187 | 68% |
| 2017-18 | AALT | 204 | 141 | 69% |
| | ASLT | 73 | 46 | 63% |
| | LT (Total) | 277 | 187 | 68% |
| 2018-19 | AALT | 280 | 192 | 69% |
| | ASLT | 75 | 48 | 64% |
| | LT (Total) | 355 | 240 | 68% |
| 2019-20 | AALT | 262 | 168 | 64% |
| | ASLT | 86 | 50 | 58% |
| | LT (Total) | 348 | 218 | 63% |
| 2020-21 | AALT | 254 | 53 | 21% |
| | ASLT | 89 | 19 | 21% |
| | LT (Total) | 343 | 72 | 21% |

Note: 2020-21 numbers include graduates in Summer or Fall 2020 who had enrolled in a university by the 2020-21 academic year (e.g., before the summer term, 2021).

It 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 Grad Year | AS/Teaching Graduates | Enrolled in University | Percentage |
|--------------|-----------------------|------------------------|------------|
| 2010-11 | 43 | 35 | 81% |
| 2011-12 | 59 | 46 | 78% |
| 2012-13 | 27 | 24 | 89% |
| 2013-14 | 46 | 36 | 78% |
| 2014-15 | 35 | 30 | 86% |
| 2015-16 | 32 | 27 | 84% |
| 2016-17 | 22 | 17 | 77% |
| 2017-18 | 27 | 19 | 70% |
| 2018 -19 | 36 | 23 | 64% |
| 2019-20 | 21 | 14 | 67% |
| 2020-21 | 19 | 9 | 47% |
| Total | 367 | 280 | 76% |

Note: 2020-21 numbers include completers in Summer or Fall 2020 who had enrolled in a university by the 2020-21 academic year ended; it does not include completers who will have enrolled in Fall 2021.

All associate degrees except the Associate of Applied Science (AAS) are generally considered transfer degrees in that they contain primarily transferable academic coursework and a 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 2019-20 academic year (Summer/Fall/Winter/Spring semesters or terms) that had transferred to a university through 2020-21.

Chart 5: 2019-20 Graduates with Associate Degrees Who Enrolled in a University

| Associate Degree | 2019-20 Graduates | Enrolled in University | Percentage |
|--------------------|-------------------|------------------------|------------|
| AA | 196 | 36 | 18% |
| AALT | 262 | 168 | 64% |
| AAS | 2,362 | 275 | 12% |
| AGS | 1,405 | 336 | 24% |
| ASCJ | 22 | 9 | 41% |
| ASLT | 86 | 50 | 58% |
| AS | 767 | 218 | 28% |
| ASN | 807 | 100 | 12% |
| AST | 21 | 14 | 67% |
| Grand Total | 5,928 | 1,206 | 20% |

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 58%-67%). The ASN, which leads to licensure as a Registered Nurse, and the AAS, designed for direct workforce training and application, continues to have the lowest continuation rates (12%). Graduates from these programs generally go straight into the workforce rather than directly transferring and continuing their studies.

Transfer Students and the Baccalaureate Degree

The table below shows that 33.3% of 2020-21 baccalaureate graduates began as transfer students, which varies significantly among institutions. For Academic Year 2020-21, LSUS, McNeese, SLU, SUBR, and SUNO showed modest increases in their transfer completers from the previous year.

It is essential to highlight that the 33.3% 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 2020-21

| Institution | 2019-20 | | 2020-21 | | Total Bacc Completers | | % that Began as Transfers | |
|--------------------|--------------|----------------|--------------|----------------|-----------------------|---------------|---------------------------|--------------|
| | Total | w/Assoc Degree | Total | w/Assoc Degree | 2019-20 | 2020-21 | 2019-20 | 2020-21 |
| GSU | 229 | 10 | 204 | 10 | 509 | 524 | 45% | 39% |
| LA Tech | 284 | 88 | 258 | 78 | 1,520 | 1,492 | 19% | 17% |
| LSU | 857 | 63 | 787 | 69 | 4,854 | 4,566 | 18% | 17% |
| LSUA | 337 | 72 | 313 | 78 | 501 | 467 | 67% | 67% |
| LSUS | 285 | 36 | 320 | 20 | 416 | 447 | 69% | 72% |
| MSU | 295 | 35 | 336 | 49 | 1,023 | 1,096 | 29% | 31% |
| Nicholls | 304 | 44 | 335 | 45 | 906 | 1,028 | 34% | 33% |
| NSU | 655 | 117 | 599 | 124 | 1,374 | 1,323 | 48% | 45% |
| SLU | 607 | 64 | 642 | 75 | 1,760 | 1,853 | 34% | 35% |
| SUBR | 256 | 35 | 272 | 30 | 722 | 724 | 35% | 38% |
| SUNO | 182 | 55 | 177 | 50 | 245 | 233 | 74% | 76% |
| ULL | 1,097 | 68 | 981 | 79 | 3,011 | 2,849 | 36% | 34% |
| ULM | 456 | 269 | 429 | 285 | 1,267 | 1,200 | 36% | 36% |
| UNO | 654 | 95 | 664 | 108 | 1,090 | 1,148 | 60% | 58% |
| Grand Total | 6,498 | 1,051 | 6,317 | 1,100 | 19,198 | 18,950 | 33.8% | 33.3% |

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) - 2019-20 and 2020-21 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 | |
| | 2019-20 | 2020-21 | 2019-20 | 2020-21 | 2019-20 | 2020-21 |
| GSU | 5.4 | 5.6 | 4.5 | 4.7 | 5.0 | 5.3 |
| LA Tech | 4.1 | 4.2 | 3.4 | 3.7 | 3.9 | 4.1 |
| LSU | 4.3 | 4.3 | 3.4 | 3.3 | 4.2 | 4.2 |
| LSUA | 5.8 | 7.4 | 3.9 | 3.1 | 4.5 | 4.5 |
| LSUS | 6.3 | 5.9 | 3.8 | 3.5 | 4.6 | 4.1 |
| MSU | 5.4 | 5.3 | 3.9 | 4.1 | 5.0 | 4.9 |
| Nicholls | 5.4 | 5.5 | 4.2 | 4.2 | 5.0 | 5.0 |
| NSU | 5.4 | 5.4 | 4.2 | 4.3 | 4.8 | 4.9 |
| SLU | 5.3 | 5.0 | 3.9 | 3.8 | 4.8 | 4.6 |
| SUBR | 5.9 | 5.6 | 4.6 | 4.2 | 5.4 | 5.1 |
| SUNO | 7.0 | 8.7 | 4.8 | 6.1 | 5.3 | 6.7 |
| ULL | 5.1 | 5.1 | 3.4 | 3.6 | 4.4 | 4.6 |
| ULM | 4.9 | 5.0 | 3.3 | 3.8 | 4.3 | 4.5 |
| UNO | 5.7 | 5.5 | 3.6 | 3.8 | 4.5 | 4.5 |
| Grand Total | 4.9 | 4.9 | 3.8 | 3.8 | 4.5 | 4.6 |

Statewide transfer students in 2020-21 graduated in an average of 3.8 semesters compared to first-time freshmen who graduated in 4.9 semesters. This number varies greatly by institution; this year, students from LSUA had the shortest average time to completion with 3.1 semesters. LSU (3.3), LSUS (3.4), and ULL (3.6) followed with subsequent shortest average times to completion.

This year, the 2020-21 baccalaureate completers who began as part-time (<12 hours/semester) first-time students took 5.3 semesters to graduate, compared to first-time students who took minimum full-time (12-15 hours/semester) course loads who graduated in 5.5 semesters. The minimum course load recommended is > or = to 15 hours/semester, as those students graduated in an average of 4.7 semesters, a full year less than that taken by students with a course load of 14.9 hours or <.

Chart 8: Average Time to Degree (Years) – 2020-21 Graduates, by 1st Semester Enrollment Status

| 1 st Semester Enrollment Status | Began as Freshmen | Began as Transfer | All Students (in Category) |
|--|-------------------|-------------------|----------------------------|
| < 12 hours (Part time) | 5.3 | 4.0 | 4.4 |
| 12-14.9 hours (Minimum Full Time) | 5.5 | 4.0 | 4.8 |
| >=15 hours (Recommended) | 4.7 | 3.6 | 4.4 |
| 2019-20 Graduates | 4.9 | 3.8 | 4.6 |

Of the 18,950 baccalaureate graduates during the 2020-21 academic year, 67% began as first-time freshmen at the university from which they graduated, and 6,317 (33%) were transfers. Of the 11,883 full-time freshmen, 8,571 (72%) enrolled in 15 or more credit hours their first semester.

Among the total baccalaureates, only 12.5% (2,364 students) began their university experience with part-time enrollment, and most (68.3%) of those part-time students were transfers. Of the 4,703 full-time transfer

students in 2020-21, half (2,339, or 49.7%) enrolled in 15+ credit hours in the first semester. This continues to reflect favorably for the Board of Regents *Master Plan* initiatives to increase the number of graduates, decrease time to degree, and increase Louisiana's education attainment level to 60% by the year 2030.

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 2020-21 and approved the addition of the Louisiana Association of Independent Colleges and Institutions (LAICU) members (non-publics) to the statewide Articulation Matrix, developed a statewide draft model for prior learning assessment currently under review, and is conducting a review of transfer policies to increase access and equity to Louisiana's public postsecondary institutions.

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, 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 have already begun meeting with prospective vendors to develop an electronic Matrix, an online platform that will 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.

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 seventh 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 increased numbers in all elements specifically required for veterans and their spouses. These increases could perhaps be attributed to expanding specific services and increased outreach and communication with veterans and their families.

The area of Veterans' services has expanded statewide, now going beyond the scope of the initial requirements of the law. The past seven years have shown significant gains by the institutions in the number, quality, and variety of program offerings targeting Veteran students and their families. The Office of Veterans Affairs' LaVetCorps program now posts representatives on all campuses statewide to help advise and provide additional resources for these students.

Due to the pandemic, almost all campuses reported pivoting to online programming to support their military and veteran students this past academic year 2020-21. The military student community is very engaged and prefers in-person participation on campus; with the pandemic, most campuses reported a reduction in participation numbers. However, campuses continue to provide innovative and high-quality programming for their veteran and military students.

Academic year 2020-21 represented the second year in a row with the full participation of all statewide public postsecondary campuses in the *GMVFC* program. At the October 2021 Board of Regents meeting, a statewide "Uniform Policy for the Governor's Military and Veteran Campuses" was approved, further clarifying policies related to this population. SATC and the Board of Regents are also currently reviewing the evaluation of military credit through the American College of Education (ACE) to establish a statewide matrix of equivalencies in the upcoming year.

Chart 9: Overview of Veteran & Spouse/Dependent Transfer Activity for 2020-2021

| SYSTEM | CAMPUS | Veterans | Transfer Credits | Spouse/Dep | Transfer Credits | TOTAL Credits |
|---------------------|---------------|-----------------|-------------------------|-------------------|-------------------------|----------------------|
| LSU | LSU | 24 | 1,564 | 483 | 10,351 | 12,398 |
| | LSUA | 87 | 8,720 | 0 | 0 | 8,720 |
| | LSUE | 511 | 3,361 | 476 | 3,385 | 7,222 |
| | LSUS | 20 | 196 | 12 | 355 | 563 |
| SUS | SUBR | 272 | 528 | 13 | 301 | 842 |
| | SUNO | 3 | 82 | 0 | 0 | 82 |
| | SUSLA | 12 | 463 | 28 | 232 | 723 |
| ULS | GSU | 6 | 368 | 9 | 278 | 655 |
| | LA Tech | 923 | 2,326 | 137 | 377 | 2,840 |
| | McNeese | 57 | 2,769 | 178 | 4,433 | 7,380 |
| | Nicholls | 39 | 846 | 7 | 153 | 1,006 |
| | NSULA | 2 | 0 | 0 | 0 | 0 |
| | SLU | 86 | 3,363 | 43 | 1,084 | 4,490 |
| | ULL | 88 | 3,635 | 45 | 2,827 | 6,507 |
| | ULM | 67 | 3,694 | 88 | 2,788 | 6,570 |
| | UNO | 15 | 677 | 6 | 195 | 878 |
| LCTCS | BRCC | 212 | 2,651 | 339 | 4,465 | 7,455 |
| | BPCC | 511 | 3,361 | 476 | 3,385 | 7,222 |
| | CLTCC | 96 | 509 | 44 | 521 | 1,074 |
| | Delgado | 1,277 | 3,780 | 3,075 | 3,937 | 10,792 |
| | FTCC | 54 | 190 | 154 | 484 | 828 |
| | LDCC | 1,046 | 1,920 | 1,886 | 3,461 | 7,267 |
| | Northshore | 51 | 734 | 77 | 1,124 | 1,935 |
| | NWLTC | 0 | 0 | 0 | 0 | 0 |
| | Nunez | 51 | 322 | 17 | 216 | 555 |
| | RPCC | 1,116 | 2,072 | 1,213 | 2,067 | 5,352 |
| | SLCC | 106 | 1,626 | 166 | 2,838 | 4,630 |
| | SOWELA | 63 | 1,376 | 68 | 1,663 | 3,107 |
| GRAND TOTAL* | | 6,795 | 51,133 | 9,040 | 50,920 | 111,093 |

*Data Available as of 9/30/2021

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. The transfer of dual enrollment courses will be front and center as increasing numbers of students enroll in DE.

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) has been drafted with plans to present to the Board of Regents later in spring 2022. 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 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. Consequently, the current legislative and policy structure concerning transfer and articulation should be expanded and the structure of the LT should be revised to enable more students to successfully complete their degree and to ensure smooth and efficient articulation into baccalaureate degrees.