

Articulation and Transfer Report 2023–24

Response to Act 356 of the 2009
Regular Legislative Session

DECEMBER 2024

Introduction and Background

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 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.

Act 356 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: (I.) the number and percentage of students who complete a transfer associate's degree program; (II.) the number and percentage of students who earn a transfer associate's degree and subsequently transfer to a four-year college or university; (III.) the number and percentage of transfer students who complete a baccalaureate degree; (IV.) 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; (V.) status of development and implementation of the academic transfer module process; and (VI.) articulation of credits earned by veterans and spouses.

In the fifteen 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 and exceeded the mandates of Act 356 and subsequent clarifying legislation expanding the transfer footprint in Louisiana.

Considerations

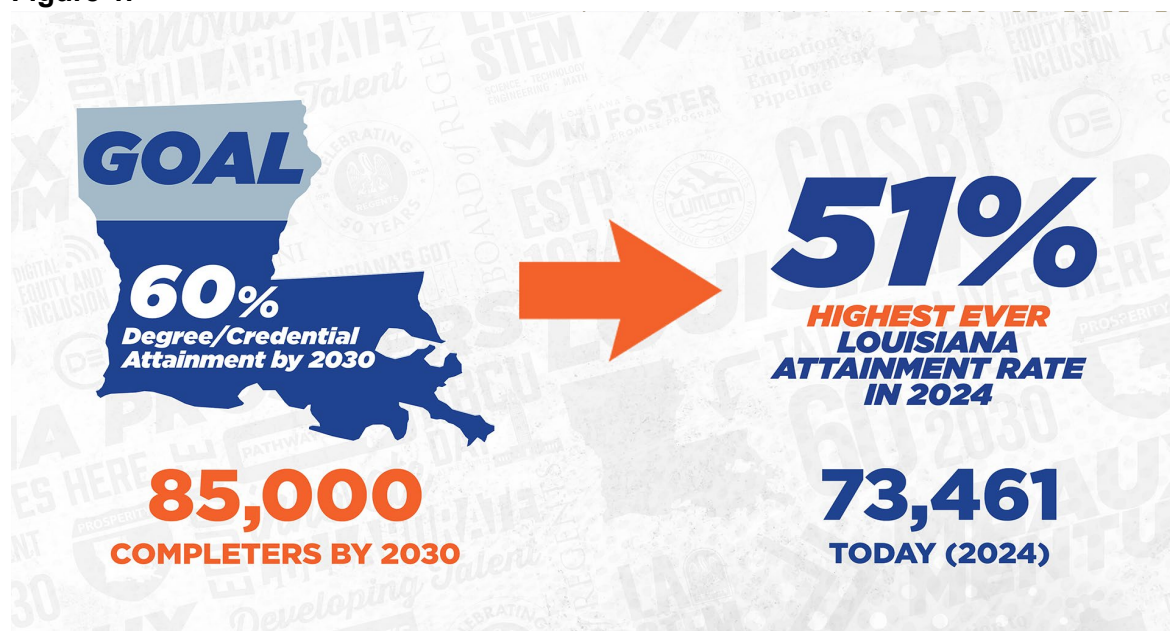
Regents' *Louisiana Prospers* attainment goal of 60% of working-age adults holding a degree or credential of value by 2030 is Louisiana's north star for prosperity and talent development. Regents' and Louisiana's educational stakeholders are working to ensure that categories of students beyond traditional first-year students move successfully through the various postsecondary education pipelines. These populations include high school students taking dual enrollment coursework, high school students with prior learning assessment (PLA) credit, transfer students completing Universal Transfer Pathways (UTPs) and baccalaureate degrees, military students, and adult students who began but did not complete their credentials. The

Board of Regents recognizes that transfer students of all types are critical to attaining our Master Plan Goal.

Attainment Goal

Over the past three years, Regents has launched several initiatives and partnered with national professional and philanthropic entities to move the needle on credential attainment in Louisiana. In 2024, these efforts resulted in a gain in attainment of more than a full percentage point over the previous year, bringing Louisiana's statewide attainment level to its current all-time high of 51% (Figure 1).

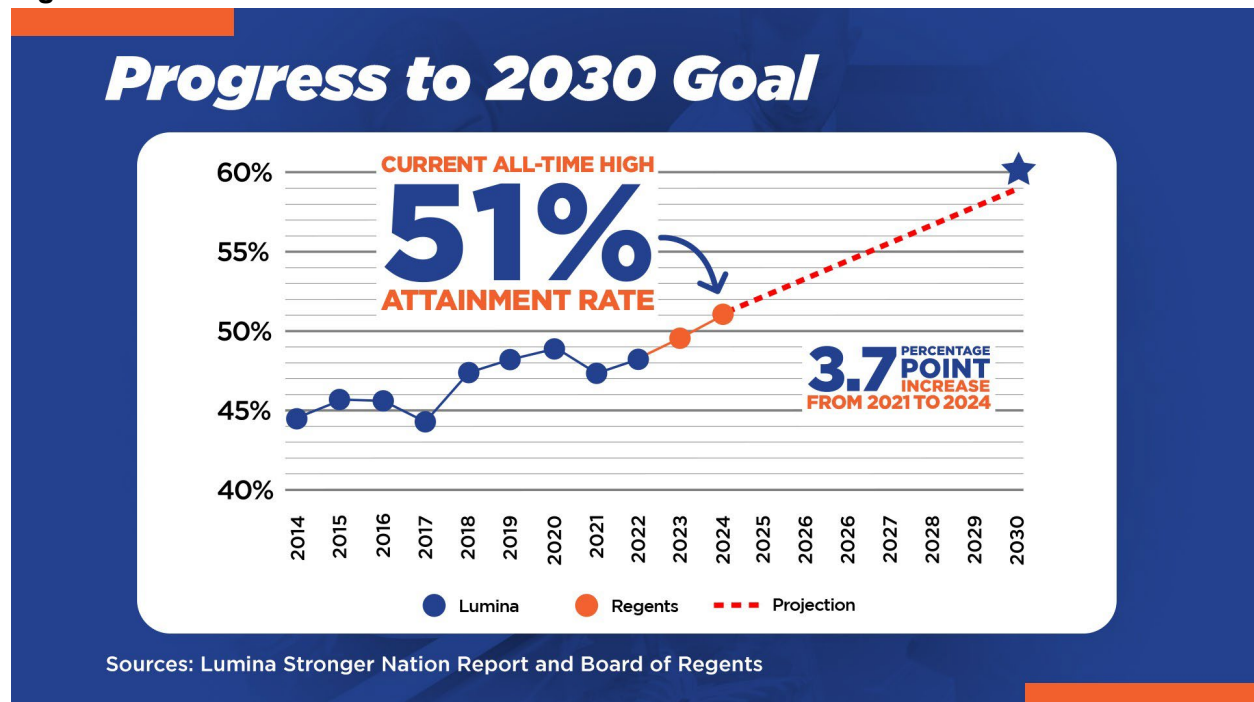
Figure 1.



Overall, during academic year 2023–24 a total of 73,461 students completed their credentials.

Increasing credential attainment in the state is a multi-pronged effort; in addition to targeting the traditional full-time freshman population, Regents has worked in partnership with the four public postsecondary systems on initiatives 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 (Universal Transfer Pathways (UTPs), all designed with students success in mind. All these concerted efforts will contribute to achieving the 60% attainment goal by 2030 (Figure 2).

Figure 2.



Statewide Articulation and Transfer Council (SATC)

In 2023–24, Regents and SATC continued to work to expand the transfer infrastructure of the state to support the emerging needs of Louisiana’s employers.

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.

Regents and SATC took the following actions throughout 2023–24 to support this statewide transfer infrastructure: 1) Regents launched the initial 24 Universal Transfer Pathways across all public universities and colleges and partnered with Student Ready Strategies to create a web presence for the Universal Transfer Pathways; 2) courses that are part of the UTPs have been added to the Articulation matrix, and work is ongoing to update the Matrix with improved technology to assist in update and maintenance processes; 3) work is progressing on the next set of UTPs to expand the pathways beyond the current offerings; and 4) SHEEO and Lumina have offered to assist with communications and to create a web presence to support Louisiana transfer policy work. 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 articulating their coursework and completing their degrees.

Moving Forward

The following 2023–24 *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 and expand articulation and transfer efforts to help all transfer students.

2023–24 Articulation and Transfer Report

I. 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 "L.T. ") degrees to be added to the curriculum inventory of every SACS-accredited community technical and community college for implementation in Fall 2010. Eleven institutions now offer the degrees: Baton Rouge Community College, Bossier Parish Community College, Delgado Community College, Elaine P. Nunez Community College, L. E. Fletcher Technical Community College, La Delta Community College, LSU Eunice, River Parishes Community College, South Louisiana Community College, Southern University Shreveport, and SOWELA Technical Community College.

Since its inception, L.T. program enrollments have grown steadily (Table 1), from 214 in 2010 to 3,796 in 2024. BRCC currently has the highest number of enrolled L.T. majors at 608, followed by LSUE at 391. The percentage of 2023–24 L.T. majors who went on to graduate was 7% (293), a percentage point lower than 2022–23. While the number of L.T. majors who graduated experienced a decline, the number of enrollees increased. This could be attributed to the behavior of students and where they are in their programs.

In 2023–24, 52 students graduated with the AST degree (Table 2), a modest increase from the previous year. This year, the yield of graduates to majors increased from 6% to 6.1%. 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 all baccalaureate completers (Table 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 ASLT and AALT pathways into more uniform and easy-to-follow transfer maps and provided 24 new curricular pathways to complete those degrees. In 2023–24, BOR staff identified an additional 16 Universal Transfer Pathways with high enrollment and worked with faculty from the selected

major departments to structure these associate's degree maps. These 16 UTPs are on track for approval in Spring 2025. By gathering faculty from each discipline, BOR was able to remove previous challenges, such as course equivalencies, sequences, and prerequisites, which prevented students from completing these degrees. New courses built for these UTPs will go through the approval process for addition to the Articulation Matrix. Regents has developed a dedicated landing page for the UTPs on its website, where students and advisors can review the available pathways and learn about where they can transfer once awarded a pathway associate's degree.

While campuses may continue to promote the traditional L.T. curricula as options for students aspiring to pursue a bachelor's degree, the new universal pathways provide additional attractive options for students to pursue their degrees. Therefore, students can choose between following the L.T. degrees or the UTPs. With the development of the universal transfer pathways, it is anticipated that student participation will increase due to the flexibility and popularity of the degree maps.

Table 1: Louisiana Transfer Degree: Enrollments and Graduates, 2023–24

Institution	AALT		ASLT		Totals	
	Enrollments 2023–24	Graduates 2023–24	Enrollments 2023–24	Graduates 2023–24	Enrollments 2023–24	Graduates 2023–24
Baton Rouge CC	608	69	262	22	870	91
Bossier Parish CC	212	13	46	1	258	14
Delgado CC	350	15	379	8	729	23
Elaine P. Nunez CC	59	13	89	5	148	18
L.E. Fletcher CC	18	0	45	0	63	0
Louisiana Delta CC	138	18	83	3	221	21
LSU Eunice	391	27	281	11	672	38
River Parish CC	119	39	156	21	275	60
South Louisiana CC	80	13	131	11	211	24
SOWELA TCC	13	0	6	0	19	0
S.U. Shreveport	330	4	0	0	330	4
Total	2,318	211	1,478	82	3,796	293

Table 2: Associate of Science in Teaching (Grades 1-5): Enrollments and Graduates, 2023–24

Institution	Enrollments 2023–24	Graduates 2023–24
Baton Rouge CC	255	13
Bossier Parish CC	148	3
Delgado CC	174	10
Elaine P. Nunez CC	40	8
Louisiana Delta CC	138	12
River Parish CC	60	4
SU Shreveport	30	2
Total	845	52

II. TRANSFER ASSOCIATE'S DEGREES AND UNIVERSITY ENROLLMENT

The Louisiana Transfer Degree was designed with a structured curriculum that folds directly into an undergraduate major with the guaranteed transfer of all 60 hours of the General Education Core and junior-level standing upon enrollment in the university. Since the degree's creation in 2010, 1,944 LT graduates have *enrolled* in a university.

From AY 2010–11 to AY 2023–24, the top universities enrolling ASLT graduates are LSU A&M (102), UNO (99), and UL Lafayette (88); the top universities enrolling AALT graduates are LSU A&M (381), SLU (184), and UL Lafayette (166).

There was a slight decrease in the number of L.T. degrees awarded in AY 2023–24 compared to AY 2022–23 (Table 3).

Table 3: Associate's 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%
	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	52	81%
	ASLT	51	36	71%
	L.T. (Total)	115	88	77%
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	120	80%
	ASLT	79	46	58%
	L.T. (Total)	229	166	72%
2016–17	AALT	198	138	70%
	ASLT	75	59	79%
	L.T. (Total)	273	197	72%
2017–18	AALT	204	150	74%
	ASLT	73	47	64%
	L.T. (Total)	277	197	71%
2018–19	AALT	280	207	74%
	ASLT	75	51	68%
	L.T. (Total)	355	258	73%
2019–20	AALT	262	190	73%

	ASLT	86	61	71%
	L.T. (Total)	348	251	72%
2020–21	AALT	254	187	74%
	ASLT	89	54	61%
	L.T. (Total)	343	241	70%
2021–22	AALT	260	178	68%
	ASLT	81	49	60%
	L.T. (Total)	341	227	67%
2022–23	AALT	234	148	63%
	ASLT	78	42	54%
	L.T. (Total)	312	190	61%

The Associate of Science in Teaching leads to a specific teacher education major and has seen general success in its graduates enrolling in a university (Table 4). Similarly to the L.T. degrees, the proportion of AST graduates who successfully transferred to a university saw a slight bump in 2022–23, with an enrollment rate of 51%.

Table 4: Associate of Science in Teaching (Grades 1–5)

AS Grade Year	AS/Teaching Completer	Enrolled in University	Percentages
2010–11	43	36	84%
2011–12	59	49	83%
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	10	48%
2022–23	49	25	51%
Total	437	332	76%

All non-applied associate's degrees (Table 5) are considered transfer degrees in that they contain primarily transferable academic coursework and a sizeable portion of the 39-hour general education core needed 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 that 21% of associate's degree graduates in the 2023–24 academic year (Summer/Fall/Winter/Spring semesters or terms) transferred to a university within the year.

Table 5: 2023–24 Graduates with Associate's Degrees who Enrolled in a University

Associate's Degree	2023–24 Graduates	Enrolled in University	Percentage
AA	152	59	39%
AALT	211	49	23%
AAS	2,235	103	5%
AAT	89	3	3%
A.D.	23	22	96%
AGS	1,321	453	34%
AS	633	191	30%
ASCJ	12	2	17%
ASLT	82	20	24%
ASN	986	287	29%
Grand Total	5,744	1,189	21%

The data suggest that, as initially envisioned, those who complete the designated transfer degrees are much more likely to transfer to a university to continue their studies. The AD, AA, AGS, AS, and ASN have higher continuation rates with university enrollment (29%-96%). The AD is an Associate's Degree in Veterinary Technology offered through Northwestern State University. The transfer rate for the ASN, which leads to licensure as a Registered Nurse, this year decreased to 29% from 30% last year.

The AAS, designed for direct workforce training and application, had a continuation rate of 5%. Graduates of this program generally go straight into the workforce rather than directly transferring to continue their studies.

Last year, BOR added the Associate of Applied Science (AAS) to the list of acceptable degrees for transfer admission. This new degree allows a pathway for applied associate degree recipients to transition to college; this option has not been available previously.

Currently, LSUA accepts AAS degrees into its four-year Bachelor of Applied Arts and Sciences program. This degree allows students to transfer up to 84 hours of earned credit. The program complements the practical knowledge and skills acquired in an applied art or applied science associate program with academic courses in communication, management, and leadership. For AY 2023–24, LSUA reported 11 graduates attaining this degree. Enrollment in this program has increased from 17 students in 2022–23 to 30 students in 2023–24.

Additionally, this year ULM added the Bachelor of Applied Science program in Organizational Leadership, which affords another opportunity for students to transfer with an associate degree in applied arts or sciences and leverage their courses into a bachelor's degree.

III. TRANSFER STUDENTS AND THE BACCALAUREATE DEGREE

The table below (Table 6) shows that 31% of 2023–24 baccalaureate graduates began as transfer students. This percentage varies significantly among institutions. LSUA, LSUS, ULM, and UNO showed percentage increases in their transfer completers from the previous year. At the same time, almost every other institution posted decreases in the percentage of completers who began as transfer students.

Of the 18,290 baccalaureate completers during the 2023–24 academic year, 5,648 were transfer students (31%), with 1,165 (6%) transferring with an associate's degree from one of Louisiana's public institutions (Table 6).

Table 6: Baccalaureate Completers who Began as Transfer Students

Institution	2022–23		2023–24		Total Bacc. Completers		% who Began as Transfers	
	Total	w/Asc Degr	Total	w/Asc Degr	2022–23	2023–24	2022–23	2023–24
GSU	231	19	215	21	628	601	37%	36%
LA Tech	231	29	234	20	1,475	1,499	16%	16%
LSU	812	71	808	80	4,733	5,211	17%	16%
LSUA	483	120	556	130	639	710	76%	78%
LSUS	271	84	296	75	408	425	66%	70%
MCNEESE	333	89	304	84	1,020	989	33%	31%
NICHOLLS	278	56	254	60	1,004	888	28%	29%
NSU	567	217	536	201	1,261	1,215	45%	44%
SLU	514	63	475	54	1,813	1,707	28%	28%
SUBR	252	37	257	32	694	756	36%	34%
SUNO	169	46	141	54	219	187	77%	75%
ULL	791	256	771	229	2,358	2,267	34%	34%
ULM	349	72	400	81	1,064	1,059	33%	38%
UNO	426	54	401	44	868	776	49%	52%
Total	5,707	1,213	5,648	1,165	18,184	18,290	31%	31%

The Board of Regents uses annual completer report data to determine time to degree for 'native' and 'transfer' graduates. In the table below (Table 7), '**Began as First-Year**' graduates are students who first enrolled as entering freshmen. '**Began as Transfer**' graduates are those who enrolled at the degree-granting university after first enrolling at another institution.

In comparing average time to degree, those students who began as freshmen posted a higher time to degree than those who began as transfer students. Overall, in 2023–24, students who began as freshmen at all public postsecondary institutions posted a time to degree of 4.6 years (down from the previous year's 4.7 years). Students who began as transfer students at any public postsecondary institution posted a time to degree of 3.8 years at the four-year institution (static from the previous year).

Table 7: Average Enrollment Time to Degree (Years)

Awarding University	Average Time to Degree (Years) Baccalaureate Completers					
	Began as Freshman		Began as Transfer		All Graduates	
	2022–23	2023–24	2022–23	2023–24	2022–23	2023–24
GSU	5.6	5.2	4.3	4.4	5.1	4.9
LA Tech	4.2	4.2	3.5	3.7	4.1	4.1
LSU	4.1	4.1	3.4	3.3	4.0	4.0
LSUA	5.7	5.9	2.9	2.9	3.6	3.5
LSUS	5.1	4.9	3.6	3.4	4.1	3.9
MCNEESE	5.0	4.8	3.9	3.7	4.6	4.5
NICHOLLS	4.9	4.8	4.2	3.8	4.7	4.5
NSU	4.9	5.1	3.9	4.5	4.4	4.8
SLU	4.8	4.8	3.7	3.9	4.5	4.6
SUBR	5.5	5.5	4.1	4.1	5.0	5.0
SUNO	8.1	7.4	6.0	5.7	6.5	6.2
ULL	5.0	5.0	3.8	3.8	4.6	4.6
ULM	5.0	5.0	3.8	3.7	4.6	4.5
UNO	5.1	4.9	4.2	4.0	4.6	4.4
Grand Total	4.7	4.6	3.8	3.8	4.4	4.4

In 2023–24 statewide transfer students graduated an average of 3.8 years after transfer, compared to first-time freshmen, who graduated in 4.6 years. This number (Began as Transfer) varies greatly by institution; this year, transfer students from LSUA had the shortest average time to completion, at 2.9 years; LSU A&M (3.3 years); and LSUS (3.4 years), followed by the subsequent highest average times to completion.

IV. 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. In 2024, the Task Force was charged by the Legislature (Act 154 and Act 335) to:

- Expand the membership and functions of the DE Task Force to include the President of the Louisiana Association for Career and Technical Education.
- Identify opportunities for expanding career-relevant college credit and industry-based credentials through dual enrollment, including establishing regional technical high schools operated by partnerships with one or more public colleges or universities.
- Expand virtual instruction programs to increase participation in dual enrollment course offerings in school districts across the state.

Pursuant to recommendations of the DE Task Force, Regents has partnered with Canusia to create a statewide registration and application management system. South Louisiana Community College successfully piloted the program over the past year and a half. In Spring 2025, Regents and Canusia are bringing in more postsecondary partners (LSU A&M, Northwestern, Fletcher, and SOWELA) with plans to scale statewide in Fall 2025. Utilizing this new system will remove inefficiencies and roadblocks that slow the process for students to apply for enrollment in DE coursework.

Regents will work with LDOE to align the Associate of Arts and Associate of Science Fast Forward pathways with the new transfer pathway curricula to ensure that students who follow those pathways are guaranteed that the coursework they have completed will apply toward a degree at every public four-year institution.

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.

Regents will continue to raise awareness of the recent progress in making transfers more seamless. The Articulation Matrix will be expanded, and back-end technology will be refined to improve the user and target audience experiences.

Ongoing efforts to socialize the UTPs statewide will provide students and institutions a better understanding of career and technical education programs, allowing them to assess opportunities from articulation and transfer to transitioning directly to employment. Many such possibilities already exist within the Louisiana higher education ecosystem.

R.S. 17:3161.1 (2022) requests that Regents and SATC work with statewide public institutions to enter into reverse articulation agreements. Reverse transfer allows students at four-year institutions to "reverse transfer" their coursework to a previously attended community college to complete the requirements for an associate's degree at that institution.

In 2023, Regents launched an initial methodology to identify reverse transfer candidates. Regents has been working with institutions to refine that methodology, utilizing artificial intelligence approaches that use course data to determine if a student meets or comes close to meeting the requirements to earn an associate's degree.

Regents has been selected to participate in SHEEO's Community of Practice, which will review financial aid in the state and make recommendations to the Legislature. Regents is looking for

strategies to align the eligibility criteria for these financial assistance instruments with its minimum admission requirements and the state's college and career-ready definition. This intersection of financial aid assistance with admissions criteria for all student populations could provide insight into the efficacy of support for the various student populations, especially, transfer and adult students.

V. ACADEMIC TRANSFER MODULE PROCESS

Universal Transfer legislation (Act 308, 2022) created pathways intended to serve as the second iteration of the Louisiana Transfer Degree. The purpose of the legislation is to streamline the transfer process for students statewide by creating transfer pathways for baccalaureate programs that are in high demand across the state. In 2024, 24 UTPs were created and approved; these are now accessible via the Regents' website. There are 16 more UTPs in the queue for development and approval in 2025.

These pathways consist of 60 hours of coursework that result in an associate's degree and then fold into a BA or BS degree at any public four-year institution in Louisiana offering the degree. Any student completing the UTP and transferring to a four-year institution will not be required to complete more than the credits required for the BA or BS degree in that program.

The Board of Regents worked with over 600 faculty to create the original UTPs, which Regents approved at its December 2023 meeting.

Specialized coding has been created to identify the different pathways so student outcomes can be tracked beginning in Fall 2024.

Lastly, Regents staff have embarked on a statewide information campaign to introduce the UTPs to stakeholders. Various Zoom training and Journey Mapping opportunities have been offered to assist campuses in implementing the Pathways. Regents sponsored a Universal Transfer Day at UL Lafayette for advisors who work with students following these transfer Pathways. Regents staff also attended and presented two workshops at the annual Louisiana Association of College and Admissions Officers (LACRAO) conference. Public postsecondary institutions have requested that Regents host a one-day conference on this topic in 2025.

VI. MILITARY ARTICULATION AND TRANSFER: VETERANS AND SPOUSES

Expedited articulation and transfer assist all students in pursuing their educational goals. In this ninth year of the Governor's Military and Veteran-Friendly Campus (GMVFC) program (per Act 232 of the 2015 Regular Legislative Session, Act 429 of the 2021 Session, and Act 53 of the 2023 Session), public colleges and universities reported modest increases in the numbers of many of the elements specifically required to support veterans as well as their spouses and dependents (Chart 8). Additionally, BOR staff created a new Tiers of Distinction program as specified in R.S. 17:3138.5 to recognize higher levels of excellence demonstrated by institutional participants in the Governor's Military and Veteran-Friendly Campus program.

Since the introduction of the GMVFC Program, veterans' services have expanded statewide, now going well beyond the scope of the initial legal requirements. Legislative mandates have also progressed to officially recognize those campuses that go "above and beyond" in providing services to military students, their spouses, and dependents.

The new Tiers of Distinction law (R.S. 17:3138.5) tasked the Board of Regents to develop and implement new Gold, Silver, and Bronze tiered reward levels of distinction for those *GMVFC designees* that achieve additional specific levels of excellence in working with their military and spouse/dependents population. In consultation with each system's Chief Academic Officers (CAOs) and a national scan of best practices in the field of support for our military students, Regents staff created the minimum criteria for each level. The Board of Regents approved this program at its March 2024 meeting. The Tier Criteria can be found below (Table 8).

Table 8.

Tier Criteria
A Veteran's Center with programming (required for Silver and Gold status)
Ongoing veteran-veteran support, such as a buddy system, veteran peer mentor program, or veteran organization
Dedicated financial aid and advising services trained to specifically serve veterans and service members
Counseling support specifically designed for veteran students
Specifically designed degree pathways that recognize military experience and training
Providing flexible course-taking formats and degree structures that conform with veteran and active service member life obligations
An additional graduation event for veteran students
<i>For Gold Status, an institution must meet all the tier criteria. For Silver Status, a campus must have a Veteran's Center and meet at least three additional tier criteria. For Bronze Status, a campus must meet at least two of the tier criteria.</i>

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 implement best practices in providing student services to military students.

AA Policy 2.23, Prior Learning Assessment (approved by the Regents in March 2022), is critical for all students, especially those with military backgrounds, and ensures that all credits earned by military students can be reviewed and applied to their degree programs. Table 9 presents the total enrollment and graduation for our military veterans, their spouses, and dependents.

Academic Year 2023–24 marks the fifth consecutive year of full participation among all statewide public postsecondary campuses in the *GMVFC* program. Table 9 summarizes new enrollment and total graduates for Veteran students, their spouses and dependents. This year, Louisiana Christian University, a non-public institution, also achieved the designation.

Table 9.

AY 2023–24 Reported <u>NEW</u> Incoming Enrollment for GMVF Campuses								
SYSTEM	INST.	NEW VETS	TOTAL CREDIT HOURS	TOTAL SPOUSE/ DEPS	TOTAL SPOUSE/ DEP CREDIT HRS	TOTAL CREDIT HOURS VET+ SPOUSE/ DEPS	TOTAL VET GRADS	TOTAL SPOUSE/ DEP GRADS
LSU System	LSU A&M	31	1,838	456	11,043.1	12,881.1	151	702
	LSUA	165	13,591	203	18,740	32,331	44	44
	LSUE	37	2,100.44	11	423.35	2,523.79	4	19
	LSUS	96	6,198.21	41	1,978	8,176.21	103	40
Total		329	23,727.65	711	32,184.45	55,912.1	302	805
SU System	SUBR	16	665	16	1,363	2,028	8	2
	SUNO	50	1,000	0	0	1,000	120	0
	SUSLA	16	42	47	137	179	6	2
Total		82	1,707	63	1,500	3,207	134	4
UL System	GSU	6	276.5	6	315	591.5	9	24
	LA TECH	898	2,410.67	181	531	2,941.67	37	55
	MCNEESE	54	2,301	56	2,112	4,413	15	25
	NICHOLLS	317	947	309	925	1,872	27	22
	NSU	22	211	15	159	370	53	54
	SLU	468	1,224	53	141.5	1,365.5	47	61
	ULL	86	5,269.31	89	3,322	8,591.31	42	37
	ULM	54	2,316	100	3,252	5,568	21	34
UNO	58	168	33	97	265	19	0	
Total		1,963	15,123.48	842	10,854.5	25,977.98	270	312
LCTCS	BRCC	63	3,401.355	124	7,982.5	11,383.855	69	104
	BPCC	7	58	2	39	97	36	33
	CLTCC	2	6	53	506	512	17	72
	DELGADO	223	2,504	422	3,647	6,151	25	10
	FTCC	398	1,167	463	1,302	2,469	36	47
	LDCC	425	932	540	974	1,906	24	29
	NTCC	15	439	21	458	897	15	17
	NWLTC	2	6	5	24	30	25	60
	NUNEZ	9	0	0	0	0	6	24
	RPCC	20	375	28	655	1,030	16	56
	SOLACC	99	1,854	148	2,917	4,771	33	4
SOWELA TCC	24	444	50	1,220	1,664	60	101	
Total		1,267	10,811.355	1,828	19,069.5	29,880.855	346	501
GRAND TOTAL		3,641	51,369.49	3,444	63,608.45	114,977.94	1,052	1,622

In this inaugural year, 21 institutions met the designated criteria for consideration under the Gold, Silver, or Bronze Tiers of Distinction.

The Board of Regents presented the following 28 public postsecondary institutions and one non-public institution with an endorsement as having met requirements for continued or initial designation as Governor's Military and Veteran-Friendly Campuses (Table 10). In addition, 21 public postsecondary institutions and one non-public institution attained the Tiers of Distinction Designation (Table 10) for 2024–2025. BPCCC became the first institution to attain the Gold Tier of Distinction.

Table 10. GMVF Campuses and Tiers of Distinction Designees

SYSTEM	INST.	GMVF Designation	Tiers of Distinction Level
LSU System	LSU A&M	√	Silver
	LSUA	√	Silver
	LSUE	√	Silver
	LSUS	√	Silver
SU System	SUBR	√	
	SUNO	√	
	SUSLA	√	Bronze
UL System	GSU	√	Silver
	LA TECH	√	Bronze
	MCNEESE	√	
	NICHOLLS	√	Bronze
	NSU	√	Silver
	SLU	√	Silver
	ULL	√	Silver
	ULM	√	Silver
UNO	√	Bronze	
LCTCS	BRCC	√	Bronze
	BPCCC	√	Gold
	CLTCC	√	
	DELGADO	√	Silver
	FTCC	√	Silver
	LDCC	√	
	NTCC	√	
	NWLTC	√	Bronze
	NUNEZ	√	
	RPCC	√	
	SOLACC	√	Bronze
SOWELA TCC	√	Bronze	
LAICU	LCA	√	Bronze

Summary

The Board of Regents, the Statewide Articulation and Transfer Council, and Louisiana's entire postsecondary education system continue to promote student success and improve the transfer and articulation experience statewide by expanding the necessary infrastructure for the initiatives presented in this report.

Significant steps have been taken to improve transfer opportunities in Louisiana. General Education courses are now seamlessly transferrable, the first set of universal transfer pathways has been deployed, and the second set of universal transfer pathways has been developed and is on course for approval; conversations are ongoing to include the Louisiana Association of Independent Colleges and Universities (LAICU) in transferring UTPs, further alignment of course articulations to be exact equivalents continue, and a website for UTPs is live, allowing students and advisors to peruse the available UTP options. The Articulation Matrix continues to provide a valuable and necessary service to students, advisors, and faculty across the state. With the expansion of these initiatives by Act 308 (2022), substantive and robust review efforts will enable stakeholders to continue refining and expanding these tools.

Regents has received \$150,000 in funding from Lumina to work with institutions to design an automated transfer system. Additionally, over the past two years, Regents has committed \$150,000 in state support to develop the transfer pathways.

Plans are underway to expand the Matrix to include technical and dual enrollment courses, AP, CLEP, IB, and ACE military opportunities, and refine the technology that underpins the Articulation Matrix.

While much has been accomplished, additional work remains to be done. 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 completing a postsecondary degree or credential.