

Collis B. Temple, III
Chair

Gary N. Solomon, Jr.
Vice Chair

Sonia A. Pérez
Secretary

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



Blake R. David
Randy L. Ewing
Stephanie A. Finley
Robert W. Levy
Phillip R. May, Jr.
Charles R. McDonald
Darren G. Mire
Wilbert D. Pryor
T. Jay Seale, III
Terrie P. Sterling
Felix R. Weill
Judy A. Williams-Brown
Cameron T. Jackson, Student

BOARD OF REGENTS

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

AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Wednesday, February 23, 2022

10:45 a.m.

Claiborne Building, 1st Floor
Louisiana Purchase Room 1-100
1201 North Third Street
Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. Terminations
 - B. Progress Reports
 - C. Routine Staff Approvals
- IV. Academic Programs
 - A. Associate of Applied Science in Diagnostic Medical Sonography – Bossier Parish CC
 - B. Bachelor of Science in Hospitality & Food Industry Leadership – Southern Baton Rouge
- V. 2020-21 Articulation and Transfer Report
- VI. Other Business
- VII. Adjournment

Committee Members: Blake R. David, Chair; Stephanie A. Finley, Vice Chair; Wilbert D. Pryor; Gary N. Solomon, Jr.; Terrie P. Sterling; Judy A. Williams-Brown; Cameron T. Jackson (*student member*); LCTC System Representative; LSU System Representative; SU System Representative; UL System Representative
Staff: Dr. Tristan Denley, Deputy Commissioner for Academic Affairs and Innovation

AGENDA ITEM III.A.

Program Terminations

Staff Summary

Baton Rouge Community College AAS Paramedic:

In 2013, the National Registry of Emergency Medical Technicians (NREMT) implemented a requirement that applicants for the National Paramedic Certification must have completed a Commission on Accreditation of Allied Health Professionals (CAAHEP)-accredited associate degree for certification eligibility. Regents approved the BRCC AAS Paramedic in August 2013 in response to the new requirement. The NREMT has since reversed that requirement, and the majority of BRCC students now exit the program after completing the associate degree's embedded certificate of technical studies (CTS) in paramedics without completing the AAS, which has led to significant decline in enrollment. Bossier Parish CC, South Louisiana CC, and Louisiana Delta CC still currently offer an associate degree for paramedics averaging a total of 45 graduates per year.

Louisiana Tech University GC Cyber Technology:

The program was developed in collaboration with industry to offer graduate level cyber security training to working professionals and to provide a bridge to the institution's planned MS in Cyber Technology and approved by Regents in January 2018. In its 2019 progress report, the institution indicated that the program had not been implemented due to change in ownership of a key industry partner. The 2021 progress report indicated that the program had still not been implemented. LA Tech has indicated it intends to submit a new proposal for the program once the appropriate industry partnerships have been established. The institution also halted development of the MS in Cyber Technology.

University of Louisiana Monroe Doctor of Occupational Therapy (OTD):

Regents approved ULM's request to establish the OTD in 2018. The institution established the program in response to new requirements by the Accrediting Council of Occupational Therapy Education (ACOTE). ACOTE later reversed their position on the doctorate as the required credential in the field. ULM graduates from the institution's existing Master of Occupational Therapy therefore meet ACOTE requirements, and the OTD has never been implemented. The LSU Health Sciences Center in Shreveport established the OTD in 2020 for students who wish to study at the doctoral level.

STAFF RECOMMENDATION

Senior Staff recommends approval of the termination of the following degree programs:

- 1. AAS Paramedic at Baton Rouge Community College**
- 2. GC Cyber Technology at Louisiana Tech University**
- 3. Doctor of Occupational Therapy (OTD) at the University of Louisiana Monroe**

AGENDA ITEM III.B.
PROGRESS REPORTS for CONDITIONALLY APPROVED
ACADEMIC PROGRAMS

Regular progress reports are required for every new academic degree program until the program can demonstrate sustainability. This is determined by information on enrollment, completion, accreditation, and other related factors. Programs below that are shaded have met standards to be removed from regular reporting.

Program	Staff Analysis	Staff Recommendation for Board Action
LCTCS		
Baton Rouge CC AAS Computing & Information Systems CIP 11.0501 Approved February 2019. Implemented Fall 2019.	The program graduated its first student last year and anticipates 10 this year with 58 students currently enrolled. Since approval, BRCC has added concentrations in cloud computing and cybersecurity. BRCC has received funding from LED to update technology and provide faculty professional development. The program has developed a partnership with Tara High School in Baton Rouge and IBM to provide a process technology pathway with coursework focusing on engineering and computer science.	Receive and accept the report. A subsequent report is due 7.1.23.
Bossier Parish CC AAS Fire Science CIP 43.0202 Approved October 2019. Implemented Summer 2020.	The new program expects their first 3 graduates this spring with 21 students currently enrolled. The institution has developed a transfer pathway with Northwestern's BS in Unified Public Safety Administration for those students who wish to go on to leadership roles in public safety. The institution attributes strong enrollment to the program being offered 100% online, partnerships that support prior learning assessment, and alignment with workforce needs through engagement with the program's industry advisory board.	Receive and accept the report. A subsequent report is due 7.1.23.
Delgado CC AAS Cloud Computing CIP 11.0902 Approved August 2019. Implemented Spring 2020.	The program graduated its first 2 students last year and anticipates 5 this year with 32 students currently enrolled. The institution will begin the Association of Technology, Management, and Applied Engineering (ATMAE) approval at the end of this year. The program is actively marketed to completers of the program's embedded Certificate of Technical Studies program and other Delgado students looking to specialize in Cloud Computing.	Receive and accept the report. A subsequent report is due 7.1.23.
Delgado CC AAS Surgical Technology CIP 51.0909 Approved August 2020. Implemented Spring 2021.	Delgado's surgical tech program has 141 students enrolled, many of whom will complete the embedded Certificate of Technical Studies (CTS) and exit the program. After these existing CTS students complete the program, the institution will start the process of fully eliminating the CTS to align with revised Commission of the Accreditation of Allied Health Programs (CAAHEP) accreditation and professional certification requirements. The institution will then transition the program to AAS only and expects its first 25 graduates next year.	Receive and accept the report. A subsequent report is due 7.1.23.

Fletcher TCC AAS Business Administration CIP 52.0101 Approved October 2015. Implemented Fall 2016.	The program currently averages 26 graduates per year over the past 3 years. The institution was granted accreditation by the Association of Collegiate Business Schools and Programs in Fall 2019. Fletcher has added 3 new concentrations in response to student and employer demand including general business, entrepreneurship, and paralegal studies.	Receive and accept the report. No further reporting is required.
Fletcher TCC AAS Care & Development of Young Children CIP 19.0709 Approved June 2019. Implemented Spring 2020.	The program currently has 48 students enrolled and expects its first 30 graduates this year. The program anticipates hiring one additional faculty member this year to support enrollment growth. Fletcher has applied for a grant to support on-campus childcare with the aim to provide learning opportunities for students and has developed partnerships with providers in Lafourche and Terrebonne parishes.	Receive and accept the report. A subsequent report is due 7.1.23.
Fletcher TCC AS Geology CIP 40.0601 Approved February 2020. Implemented Fall 2020.	The program currently has 4 students enrolled and expects its first 2 graduates next year. The new program has faced difficulties recruiting students due to COVID-19. The institution replaced one faculty position shortly after the program was approved and anticipates completion of new geology labs this fall.	Receive and accept the report. A subsequent report is due 7.1.23.
Louisiana Delta CC AAS Information Technology CIP 11.0901 Approved March 2018. Implemented Fall 2018.	Current enrollment is 75, but most of these students are expected to leave the program after completing one of the program's several embedded workforce-based certificates that lead to an Industry Based Credential (IBC). There were 9 AAS graduates last year with 7 expected this year. LDCC plans to seek Association of Technology Management and Applied Engineering (ATMAE) accreditation this spring. An additional full time faculty member has been hired and new concentrations for cybersecurity & information assurance, and data analytics, are both under development.	Receive and accept the report. A subsequent report is due 7.1.23.
Louisiana Delta CC Associate of Science in Teaching (AST) CIP 13.0101 Approved June 2020. Implemented Fall 2021.	In January 2022, the Board of Regents approved revisions to the statewide agreement for the AST to ensure curricular flexibility necessary for students to successfully transfer to one of the state's 4-year education degrees. The program has therefore not yet been fully implemented and LDCC is currently in the process of adjusting the program accordingly.	Receive and accept the report. A subsequent report is due 7.1.23.

<p>Louisiana Delta CC AAS Full Stack Cloud Developer CIP 11.0902 Approved December 2019. Implemented Fall 2020.</p>	<p>The program has 8 students enrolled and they anticipate having their first graduate this year. The institution has increased recruitment efforts in the past year and expects enrollment to increase to 20 next year. Additional advanced courses to meet workforce demands are under development.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>
<p>Nunez CC AAS Coastal Studies & GIS Technology CIP 45.0799 Approved June 2019. Implemented Fall 2019.</p>	<p>Current enrollment is 6 students with 11 expected next year. The first 4 graduates are expected to complete the program this year with 3 of those students planning to continue with further education. The curriculum is currently under revision, including the addition of evening courses, to ensure alignment with the state's coastal workforce needs and to ensure program access for working adults. Field data collection equipment was purchased with funds from a St. Bernard Parish government grant.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>
<p>SOWELA TCC AAS Machine Tool Technology CIP 48.0501 Approved December 2019. Implemented Fall 2020.</p>	<p>The program currently has 21 students enrolled with 25-30 projected next year. The first 6 graduates are expected to complete the program this year with 3 of those already completing the program's embedded CTC in Machinist/Millwright Helper. Plans are in place to hire an additional instructor for the upcoming year and the institution is in the process of purchasing additional equipment as recommended by the program's industry advisory committee to ensure graduates are learning on current industry technology.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>
LSU		
<p>LSU A&M BA Art CIP 50.0702 Approved January 2020. Implemented Fall 2020.</p>	<p>The program's first 16 graduates last year were existing LSU students who switched into the new major from other programs at the institution. Current enrollment is 160 with 45 graduates projected this year. The BFA has not suffered enrollment decline from the addition of the program, which was an initial concern upon program approval. The National Association of Schools of Art and Design accreditation visit took place in October. Updates to the Barnes-Ogden Studio Arts Complex are expected to be complete by this June.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>
<p>LSU A&M BS Entrepreneurship CIP 52.0701 Approved February 2017. Implemented Fall 2017.</p>	<p>The program graduated 7 students in each of the past two years and anticipates 11 this year. The program was established with a requirement that students have a 2nd major, which the institution determined was prohibitively costly in time and expense which led to the removal of the 2nd major requirement. This change has led to a significant increase in enrollment from 49 last year to 115 current students. The institution successfully recruited a nationally recognized entrepreneurship faculty member who now holds the H.T. Norman Saurage/Community Coffee Inc. endowed chair of Entrepreneurship.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>

LSU A&M BS Learning Experience Design & Innovation CIP 13.0607 Approved December 2019. Implemented Spring 2020.	The program currently has 4 students enrolled and expects 5 more next year. The institution has developed additional courses for the program and worked toward increased curriculum flexibility to facilitate timely program completion. Natural disasters and the COVID-19 pandemic have hindered recruitment efforts.	Receive and accept the report. A subsequent report is due 7.1.23.
LSU A&M GC Cloud Computing & Machine Learning CIP 11.0902 Approved August 2020. Implemented Spring 2021.	The new program currently has 2 students enrolled with 5 anticipated for next year. Students enrolled in the courses required for the program have all been from other programs at the institution.	Receive and accept the report. A subsequent report is due 7.1.23.
LSU A&M MS Child & Family Studies CIP 19.0701 Approved February 2019. Implemented Fall 2019.	The first 3 graduates completed the program last year with 13 expected this year. Current enrollment is 21. The department is currently conducting a search to replace one full time faculty who left and plans to add one additional full time faculty member next year. Facilities are being renovated, which will be completed by late 2022. Recruitment efforts are focused on undergraduate CFS programs nationally.	Receive and accept the report. A subsequent report is due 7.1.23.
LSU A&M MS Sport Management CIP 31.0504 Approved April 2020. Implemented Fall 2020.	The program had its first 28 completers last year with 65 students currently enrolled and 30 graduates projected for this year. Recent graduates have moved on to other graduate programs including law and business or have moved into higher levels of responsibility in their sport management careers.	Receive and accept the report. A subsequent report is due 7.1.23.
ULS		
Grambling State U BS Nursing CIP 51.3801 Approved August 2017. Implemented Fall 2018.	The program's first 7 graduates completed the program last year and Grambling anticipates 20 this spring. Of the program's graduates, 6 are licensed and 5 of the licensed graduates are employed in nursing. The institution started the accreditation process in April 2020 and was granted full accreditation by the Commission on Colleges of Nursing Education (CCNE) effective January 2021. The institution was successfully able to replace 2 faculty who left the institution and added an additional part-time clinical faculty member.	Receive and accept the report. A subsequent report is due 7.1.23.
LA Tech GC Business Administration CIP 52.0201 Approved May 2018. Implemented Fall 2018.	The GC Business Administration was designed as a mechanism for students to enroll in graduate level, MBA required courses without a GMAT score. Students who achieve a 3.2 GPA in the program may be directly admitted into the MBA program without completing the GMAT. Last year, the program had 24 completers. Of those, 22 moved into the MBA program, 1 moved into the Ph.D. in Engineering program, and 1 moved into the MS in Engineering program.	Receive and accept the report. A subsequent report is due 7.1.23.

<p>McNeese State U BS Chemical Engineering CIP 14.0701 Approved April 2020. Implemented Fall 2020.</p>	<p>The new program has no graduates yet but anticipates their first 30 graduates in spring 2022. Current enrollment is 57. The program is currently working toward meeting the Accreditation Board for Engineering and Technology (ABET) requirements for the program. Since fall 2020 program faculty have secured nearly \$200,000 in external funding to support technology upgrades.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>
<p>McNeese State U Doctor of Nursing Practice CIP 51.3810 Approved September 2019. Implemented Fall 2021.</p>	<p>The program enrolled its first 6 students this year. The program is currently undergoing the substantive change process with SACSCOC since it is the institution's first doctoral degree and is developing the Commission on Colleges of Nursing Education (CCNE) accreditation timeline.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>
<p>McNeese State U PBC Strategic Corporate Communication CIP 09.0999 Approved March 2018. Implemented Fall 2018.</p>	<p>While the program was implemented in fall 2018, financial aid issues delayed recruitment for the program. The COVID-19 pandemic and natural disasters in Lake Charles have further delayed the program's full implementation and no students have enrolled. The institution intends to reinvigorate recruitment activities this year.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>
<p>McNeese State U PMC Applied Behavior Analysis CIP 42.0101 Approved April 2016. Implemented Fall 2017.</p>	<p>The program enrolled 5 students in its first year and 1 graduate in 2019 but little to no enrollment since. The COVID-19 pandemic and natural disasters in Lake Charles along with 2 of 4 applied behavior faculty leaving the institution have all hindered the program's growth. The institution is currently undergoing a search to fill the vacant faculty positions. The program was converted from a Graduate Certificate to a Post-master's Certificate in December 2021 to better reflect program requirements and Behavior Analysis Certification Board's approved program requirements.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>
<p>Northwestern State U MS Computer Information Systems CIP 11.0401 Approved August 2019. Implemented Fall 2020.</p>	<p>The program currently has 25 students enrolled and expects its first 5 graduates this spring. The program projected needing 2 additional faculty to support the program as it grows, but these positions have not yet been approved due to institution-wide holds on faculty hiring due to financial constraints during the COVID-19 pandemic. Courses so far have been covered by existing faculty.</p>	<p>Receive and accept the report. A subsequent report is due 7.1.23.</p>

AGENDA ITEM III.C.

Routine Academic Requests & Staff Approvals

Institution	Request
U of New Orleans	Request to offer the existing Master of Education in Higher Education (CIP 13.0406) 100% online. Approved.

AGENDA ITEM IV.A.

Proposed Associate of Applied Science in Diagnostic Medical Sonography Bossier Parish Community College

Background Information

Bossier Parish Community College (BPCC) has requested Board of Regents' approval to offer an Associate of Applied Science (AAS) in Diagnostic Medical Sonography. The program proposal was approved by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors and forwarded to the Board of Regents for consideration.

Staff Summary

The proposed AAS in Diagnostic Medical Sonography is a 61-credit hour program designed to provide students with the necessary knowledge, skills, values, and competencies for a career in diagnostic ultrasound. The curriculum is based on requirements of the American Registry of Diagnostic Medical Sonography (ARDMS). Graduates will be eligible to take the ARDMS exam upon completion of the program.

1. **Value:** Per Regents' policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** Baton Rouge Community College and LSU Eunice each offer an associate degree in sonography. There are no public institutions currently offering the program in northern Louisiana.
 - b. **Workforce Demand and Job Opportunities:**
According to the U.S. Bureau of Labor Statistics, there is a 23% growth for employment of sonographers by the year 2026. Specifically, in the Shreveport-Northwest Regional Labor Market Region 7, the Louisiana Workforce Commission projects a 27% increase in the need for Diagnostic Medical Sonographers between 2018 and 2028. The primary employers of Diagnostic Medical Sonographers in the Shreveport area include Ochsner's Health System, Willis Knighton Health Systems, and Christus Health System, each submitted letters of support for the proposed program indicating a current and projected ongoing shortage of available Diagnostic Medical Sonographers. Graduates of BPCC allied health and nursing programs are also recruited for employment in medical facilities in northeast Texas and south Arkansas.
 - c. **Student Enrollment:** The proposed program will provide an additional pathway for students in the region interested in healthcare professions including students from BPCC allied health and nursing programs. Based on current interest in BPCC's other healthcare programs, regional workforce needs, and the support from local healthcare providers, the institution anticipates enrolling approximately 20 students per year depending on the availability of clinical positions and based on enrollment in other similar programs.

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	15	20	20	20	20
Projected Graduates	0	10	16	16	16

2. **Resources:** Existing faculty are sufficient to provide the required general education courses required for the program. One new full-time faculty member will be hired for the first year to develop sonography courses, teach introductory classes during the first year, and serve as program director. A second full time faculty member will be hired for the second year to ensure students have all required courses available and to support the first cohort of students entering the clinical phase of their studies. Classroom and lab space are available to support the program. The institution has allocated funds, including from the Carl D.

Perkins Vocational and Technical Education Act funding and LCTCS Rapid Response grant funds, to purchase needed simulation lab equipment and technology and for other program related expenses.

	Current	Needed	Additional Costs
Faculty	Program can be implemented with current general education faculty.	One full time faculty program director in Yr. 1, another full time faculty in Yr. 2.	Yr. 1: \$70,000 Yr. 2+: \$125,000
Physical (Facilities, Equipment, Library, & Technology)	Existing facility space is adequate for the program.	Lab equipment and technology.	Yr 1: \$120,000
Student Support	Existing resources will meet the needs of the program for the foreseeable future.	No additional resources projected.	\$0

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** BPCC will deliver the program in a hybrid format. The general education portion may be obtained via 100% distance education, in-person, or a combination of both with clinical experiences in person. This will allow more flexibility for working age adults with full-time jobs to enroll in and complete the program.
- **Affordability:** OER resources have already been established throughout the general education curriculum and more will be implemented as options become available.
- **Partnerships:** BPCC has received support for the program and its graduates from three major employers within the Shreveport-Bossier area to include Ochsner’s Health System, Willis Knighton Health Systems, and Christus Health System.
- **Work-based Learning:** Through the clinical phase of the program, students will work with clinical affiliates for hospital-based instruction to complete the three ultrasound practicum courses for program completion.

Staff Analysis

BPCC’s proposed AAS in Diagnostic Medical Sonography will serve as the only associate degree of its kind offered at a public institution in the northern part of the state. BPCC has developed partnerships in the Shreveport-Bossier Region with major employers of Diagnostic Medical Sonographers. The institution has indicated a commitment to providing the necessary resources to ensure the success of the program and aims to increase enrollment to ensure that it meets regional workforce needs.

STAFF RECOMMENDATION

Senior Staff recommends conditional approval of the proposed AAS in Diagnostic Medical Sonography (CIP 51.0910) at Bossier Parish Community College, with a progress report due July 1, 2023.

AGENDA ITEM IV.B.

Proposed Bachelor of Science in Hospitality and Food Industry Leadership Southern University and A&M College

Background Information

Southern University and A&M (SUBR) requests Board of Regents approval to establish a Bachelor of Science (BS) in Hospitality and Food Industry Leadership (HFIL). The proposal was approved by the Southern University Board of Supervisors then submitted to Regents for consideration.

Staff Summary

The hospitality and tourism industry in Louisiana has long been a significant contributor to the state's economy. Pre-pandemic, the industry was the fourth largest employer in Louisiana. In 2020, the COVID-19 pandemic brought the sector to an almost complete standstill. However, latest research from the World Travel and Tourism Council (WTTC) indicates that as the world begins to recover from the pandemic, the sector's contribution to both the global economy and employment could reach almost pre-pandemic levels this year with the potential creation of 58 million jobs in 2022.

SUBR's proposed BS in Hospitality and Food Industry Leadership is a 120-semester hour professional hospitality leadership program and includes courses from three focus areas: 1) food and beverage/restaurant industry, 2) lodging management, and 3) event management. Coursework in the proposed program will be taught 100% online providing an accessible option for working professionals and other returning adults to the program. The HFIL curriculum will also include an experiential learning opportunity for students – either in the form of a study abroad element or through practicum courses.

1. **Value:** Per Regent's policy, this program meets the criteria of a Quality Credential of Value.
 - a. **Same or Similar In-state Programs:** Several 2-year institutions offer programs that could feed into the proposed program, and UL Lafayette, Northwestern, and UNO offer 4-year hospitality management or tourism degrees. While Southern's proposed program will be similar to these programs, it will be uniquely positioned to increase diversity at the management level of the industry and will provide access to non-traditional students through its 100% online format. During the statewide CAO review, no institution indicated that this program would be unnecessarily duplicative.
 - b. **Workforce Demand and Job Opportunities:** Louisiana attracted a record 51.3 million visitors in 2018, according to the Lieutenant Governor's office, up 9% from the previous year. According to the US Bureau of Labor Statistics, the number of lodging manager positions is projected to grow 9% nationally 2020-2030 and food service manager positions are projected to grow 15% during the same period. The hospitality industry is now increasingly requiring college graduates who can go directly into management positions.
 - c. **Student Enrollment and Completion:** The program is expected to attract Louisiana students who may otherwise have enrolled in an online hospitality program in another state, especially those who have completed an associate degree in business or other related field. The program structure will attract both new students and working professionals.

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	20	30	45	65	85
Program Graduates	0	23	34	49	64

2. Resources

While the proposed program will require significant additional resources, SUBR anticipates that the program will attract new students to the institution and that the additional tuition will cover all startup and regular operation costs by the fourth year. The institution has committed funds to the initial costs to update culinary labs and classrooms as well as initial costs to add necessary library resources.

	Current	Needed	Additional Costs
Faculty	An adjunct faculty member plus 4 full time faculty with expertise in the food industry will teach and support the proposed program.	Two additional tenure track faculty will be hired by year 3 to support the program. Adjunct faculty will be hired as needed during implementation in the first 2 years.	Yr. 1: \$50,000 Yr. 2: \$90,000 Yr. 3+: \$140,000
Physical (Facilities, Equipment, Library, & Technology)	The program will operate along with existing culinary and food management programs in Pinkie Thrift Hall.	Labs, classrooms, and library resources will be updated for implementation. After the first year, additional costs include travel and supplies.	Yr. 1: \$75,000 Yr. 2+: \$12,500
Student Support	Institutional student support resources will be adequate for the proposed program.	The program will be launched with part time staff support, and a full time staff position will be added by Yr. 3.	Yr. 1-2: \$20,000 Yr. 3+: \$50,000

3. Master Plan Priorities: The following aspects of the proposal directly address priorities or goals of the statewide attainment goal and 2030 Master Plan.

- **Accessibility:** All coursework can be completed 100% online.
- **Affordability:** The program has been designed to support the 2+2 model to accommodate students who have completed an associate degree in business and the institution is working to develop articulation agreements with the state's 2-year institutions to ensure smooth transfer and minimal cost to complete the program. The institution aims to reduce costs for students by prioritizing OER and access to credit for prior learning for all programs.
- **Partnerships:** SUBR is working to secure partnerships with community colleges for transfer and articulation agreements and industry partners to support student experiential learning and post-graduation employment.
- **Work-based Learning:** The program includes two required practicum courses where students will gain crucial hands-on workplace experience with industry partners. A study abroad option broadens experiential learning opportunities.
- **Other program attributes that contribute to closing the achievement gap with underserved populations including low income, minority, and adult learners:** The proposed program is in line with the SUBR strategic plan objective to promote online education as a viable option to deliver undergraduate education for the convenience of adult learners. Closing equity gaps for minority students is central to the SUBR mission as an HBCU.

Staff Analysis

SUBR has clearly designed the proposed BS in HFIL program with access, affordability, and diversity as top priorities. Although the hospitality industry has suffered due to the pandemic, it is expected to fully recover and grow. The proposed program will fit a need for students as well as industry.

STAFF RECOMMENDATION

Senior Staff recommends approval of the proposed Bachelor of Science in Hospitality and Food Industry Leadership (CIP 52.0901) at Southern University and A&M with a progress report due October 1, 2023.

AGENDA ITEM V.

2020-21 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. However, there were instances where the rule of law could not be implemented due to financial and logistical constraints, as explicitly stated in Act 356. Consultation with legislative stakeholders ensured they were informed of these issues and reached a suitable compromise.

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 are fundamentally static. 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. While these programs do guarantee the transfer of the general education core, students are often still required to take additional courses when they transfer that could have been part of their ASLT or AALT curriculum if the student had clear information on these requirements earlier in the process. The Statewide Articulation Matrix is a widely used resource by both secondary and postsecondary advisors; however, there are still many disciplines where courses are not articulated as direct equivalents to degree requirements.

Moving Forward

ACT 356 (2009) can be amended to include the mechanisms mentioned above and take Louisiana's Statewide Articulation and Transfer initiatives into their next iteration.

The following *20-21 Report: Articulation and Transfer* meets the statutory requirements of the law and provides an environmental landscape of statewide transfer and articulation. Therefore, it is appropriate that the following report be considered in context with the future needs of the state and the expansion of Act 356 (2009) to move Articulation and Transfer Articulation to the next level.

STAFF RECOMMENDATION

Senior Staff recommends the Board receive the 2020-21 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.

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.