

Louisiana Board of Regents

SUPPLEMENT TO THE MINIMUM STANDARDS FOR ADMISSION TO LOUISIANA PUBLIC POSTSECONDARY INSTITUTIONS

The Louisiana Board of Regents (BoR) is committed to promoting access to postsecondary education and to ensuring that students enroll at institutions that best serve their individual needs and the needs of the State of Louisiana. The BoR establishes minimum admissions standards for regular admission at all of Louisiana's public postsecondary institutions as part of its constitutional master planning responsibilities. Colleges and universities are encouraged to adopt additional, more specific or rigorous requirements for admission either to the institution or to specific program offerings to help guide students to the best fit in readiness for success.

FIRST-TIME FRESHMAN MINIMUM ADMISSION STANDARDS

As defined in the Board of Regents' Statewide Student Profile System (SSPS), a freshman is a student who has never attended any college (or other postsecondary institution) after completing high school. This includes students enrolled in the fall term who attended college for the first time in the prior summer term. It also includes students who entered with advanced standing (college credit earned before high school completion). These students are reported in SSPS with admission status = 1.

Two-Year College Admission

Public two-year postsecondary institutions are open-admission, meaning that there are no minimum freshman admission requirements to enroll in the college beyond: completion of an application, proof of selective service registration (for males aged 18-25), and submittal of immunization records/waiver. An individual college may adopt additional, more specific or rigorous requirements for general admission and/or admission to specific program offerings. To enroll in mathematics or English courses designed to fulfill general education requirements, students must meet the minimum placement requirements described in Academic Affairs (AA) Policy 2.18. Louisiana two-year institutions include: Baton Rouge Community College (CC); Bossier Parish CC; Central Louisiana Technical Community College (TCC); Delgado CC; Fletcher TCC; LA Delta CC; LSU Eunice; Northshore TCC; Northwest LA TCC; Nunez CC; River Parishes CC; South LA CC; Southern University in Shreveport; and SOWELA TCC.

University Admission

BoR minimum standards for universities are differentiated into three groupings of institutions: Flagship (LSU A&M); Statewide (LA Tech, UL Lafayette, UNO); and Regional (Grambling, LSU Alexandria, LSU Shreveport, McNeese, Nicholls, Northwestern, Southeastern, Southern A&M, SUNO, and UL Monroe).

The general University Freshman Minimum Admission Standards are these: all students offered freshman admission to a Louisiana public university are expected to have completed the 19-unit BoR Core (which is also the TOPS Opportunity Core – or equivalent courses, for out of state students) and achieved at least a 2.0 high school Grade Point Average (GPA). International students must have completed a secondary education comparable to completion of high school in the U.S. and must qualify for admission to a comparable university in their respective country. All must demonstrate a literacy and numeracy readiness for college-level course work, described in Academic Affairs Policy 2.18, *Minimum Requirements for Placement Into Entry-Level, College-Level Mathematics and English* as an 18 ACT English subscore and 19 ACT Math subscore (or alternate measures). Finally, depending on the institution's grouping, applicants must

meet **EITHER** a minimum GPA on the BoR Core **OR** a minimum ACT/SAT Composite score as summarized below:

- Flagship 3.0 Core GPA or 25 ACT Composite (*or SAT Equivalent*)
- Statewide 2.5 Core GPA or 23 ACT Composite
- Regional 2.0 Core GPA or 20 ACT Composite

Universities can access transcripts for Louisiana public and parochial high school students through the Student Transcript System (STS), which evaluates courses for completion of the Core, Core/TOPS GPA, and Overall GPA. For records not found in STS, core course options for transcript evaluation are listed in the LA Department of Education’s [High School Planning Guidebook](#), *Course Requirements Chart (Appendix 1)*. Alternate evaluation guidelines and measures are described in the table below.

1. **Under Age 25**

Records found in Student Transcript System (STS): For students who have completed the 19-unit BOR/TOPS University Core (C4 or TU).	Records not found in STS with BOR/TOPS Core: e.g., home schools and out-of-state high schools
<p>1. Board of Regents Minimum Admission Standards for First-Time Freshmen</p>	<p>1. Board of Regents Minimum Admission Standards for First-Time Freshmen</p> <p>OR</p> <p>2. Students who have 17 or 18 units of the required 19-unit Core curriculum may be admitted if they have the minimum overall HS GPA <u>and</u> the minimum HS core GPA on those 17-18 units <u>and</u> the minimum ACT score <u>and</u> meet the literacy & numeracy (AA 2.18) requirement; OR</p> <p>3. Students may be admitted if they have an ACT composite 3 points higher than the minimum required <u>and</u> have the minimum overall HS GPA <u>and</u> meet the literacy & numeracy requirement.</p>
<p>Regents’ Core: Core in place at graduation, as determined by and reported in STS.</p> <p><i>* Example: 2018 graduating class: TOPS/University Core, or 2012-2017: Core 4 Curriculum, as specified in LDE Bulletin 741.</i></p>	<p>Regents’ Core: BoR/TOPS Opportunity Core, evaluated by the admitting university with a documented procedure for evaluation of the (non-LA) HS transcript allowing for appropriate course substitution to determine course equivalencies for graduates of high schools outside of Louisiana.</p> <p>For students who meet <i>their state’s</i> HS core <u>but</u> lack the minimum 17-19 BOR Core units, universities may substitute a maximum of 3 ‘extra’ qualifying Core courses. The course substitutions and confirmation of the out-of-state college prep core must be noted in the record. All other minimum admission requirements must be met.</p>
<p>Minimum overall HS GPA: Determined and reported in STS</p>	<p>Minimum overall HS GPA: Determined and reported on HS or STS transcript</p>

Developmental courses/support needed: In accordance with BoR AA Policy 2.18	Developmental courses/support needed: Same
High school core GPA: Determined and reported in STS	High school core GPA: Determined by admitting university with a documented evaluation procedure
ACT Composite or comparable SAT total score: Official score report from ACT or College Board	ACT Composite or comparable SAT total score: Same
HiSET or GED: Completion of HiSET/GED is not reported in STS. (Use alternate measure →)	HiSet or GED: ACT composite 3 points higher than the minimum, and meet the literacy/numeracy requirement.

Applicants admitted outside of minimum standards (i.e., as exceptions) must demonstrate that they are prepared to do satisfactory academic work at the institution to which they are applying and that, as members of the campus community, they will both benefit from and enrich the educational environment, enhancing the quality of the institution. To make this determination, they should be given a comprehensive review based upon the following criteria:

Academic Factors are the most important consideration in making admissions decisions. Factors to be considered include completion of the college-preparatory Core coursework, GPA, and trends in grades.

Standardized Test Scores (ACT or SAT) are used to provide additional academic information about the quality of the academic background. An institution may require additional information from some or all applicants as supplemental information.

Other Factors for consideration include student experiences at school or work, motivation, community service, special talents, status as a non-traditional or returning adult, status as a veteran of the U.S. military, and socio-economic challenges the applicant may have faced and overcome.

2. Graduating from Non-US High School (Under 25 Years of Age)

Students must have completed a recognized secondary program comparable to a U.S. high school preparatory core and have academic records comparable to those required to meet the Louisiana institution's freshman admission standards. Transcripts must be in or translated into English. When comparable core courses are not evident, institutions must cite nationally recognized (e.g., AACRAO, WES) documentation that the applicants have completed a program of study that would recommend them for admission to a comparable university in their country. SAT or ACT is highly recommended.

International Students from non-English-speaking countries or from non-English curriculum schools may be admitted with a minimum overall GPA from a secondary education program equivalent to completion of high school in the U.S. They must demonstrate college-level English proficiency before admission (e.g., through ACT/SAT/ACCUPLACER, TOEFL/IELTS/MTELP, Duolingo or completing a campus-based ESL program) and complete the residual Math ACT, ACCUPLACER NG, or ALEKS PPL to meet the AA 2.18 requirement. The chart below details minimum required scores for determination of English proficiency.

English Proficiency for International Students	
TOEFL (paper-based)	550
TOEFL IB	79
IELTS	6.5
Duolingo	100

Students must qualify for admission to a comparable university in their respective country. Upon admission they may be required to enroll in credit-bearing (but not-for-degree-credit) English as a Second Language coursework as determined by the institution.

International students from English-speaking countries and/or English-speaking curriculum schools may be admitted with a minimum overall GPA from secondary education equivalent to completion of high school in the U.S., and the minimum ACT/SAT/ACCUPLACER NG/ALEKS PPL scores to meet literacy and numeracy requirements (AA 2.18). Students must qualify for admission to a comparable university in their respective country.

Applicants are expected to meet Freshman Minimum Admission Standards or be admitted by exception. (*Note: Because of the timing for recruitment materials, reasonable explanations for compliance issues will be considered through Fall 2020.*)

3. Adults, Age 25 or Older

Adults aged 25 or older must meet the standards for adult admission that are established by the institution, within placement indicators of AA Policy 2.18. (e.g., ACT English 18, Math 19, or alternate measures). Such students should be age 25 when the semester starts.

4. Provisional Admission

Students should be fully admitted at the time they enroll. At their discretion, institutions may offer provisional admission to freshman students in anticipation of the students meeting the admission standards by the time they begin classes as freshmen.

For example:

- A student who is still in high school may be provisionally admitted pending graduation from high school, completing the core, having the minimum overall GPA, having the minimum ACT or core GPA, and meeting the developmental course requirement.
- A student who has graduated from high school and otherwise meets minimum standards for admission may be provisionally admitted pending receipt of ACT scores or meeting literacy/numeracy measures, as specified by the institution.

The student record must reflect the final admission information showing eligibility for admission by the end of the first semester or term.

5. Developmental Courses Needed

Developmental course needs are determined in accordance with AA Policy 2.18. Students within three (3) ACT points of the breakpoint for enrollment in college-level English or Mathematics *may* be admitted if provided appropriate English/Math supplemental/co-requisite/tutoring courses or support necessary for success. Student success (English/Math course grades, semester GPA, persistence, completion) will be monitored, particularly for students admitted and enrolled with subscores below the AA 2.18 minima (18 ACT English; 19 ACT Math), based on the regular SSPS submissions.

As of June 2015, the BoR minimum standards permit regional institutions to admit students needing one developmental course, but only two-year institutions and HBCUs are authorized to *teach* the developmental course. Developmental courses will be taught at/by two-year colleges or at/by HBCUs, whose missions specifically address serving underprepared students.

6. Allowable Exceptions

In addition to the BoR's minimum admission standards, institutions are encouraged to adopt more specific or rigorous requirements for admission (or for automatic admission). It is possible that exceptions to the *university* standards may still meet the BoR's minimum requirements.

Institutions may admit by exception the following allowable percentage of freshman students (reported in SSPS with admission status =1) who do not meet the BoR's minimum admission standards. The number of freshmen students representing the allowable percentage may be calculated from the previous year's (semester/term) entering freshman class reported as enrolled as of the end of the semester/term.

Flagship: 4% -- LSU

Statewide: 6% -- La Tech, ULL, UNO

Regional: 8% -- Grambling, LSUA, LSUS, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM

★ Additional Exceptions for Non-Resident (Out-of-State and International) Students

A supplemental non-resident exception allowance provides institutions with an opportunity to further develop a geographically and culturally diverse class without restricting opportunities for equivalent exceptions that could otherwise be afforded to qualified Louisiana residents. To achieve this, institutions may enroll a maximum of one hundred (100) non-resident exceptions in addition to the maximum allowance provided in policy.

★ Summer Provisional Programs & Exception Status

Freshmen admitted by exception to the Fall Cohort who participate in a summer provisional program and successfully complete at least six (6) credits of college-level coursework, including at least one English or Math course, and achieve at least a 2.3 Summer GPA and a grade of "C" or higher in English/Math, may be recoded as 'Not an Exception' for the Summer term. (Note: Summer and Fall first-time freshmen are combined as one entering cohort for IPEDS reporting and BoR analysis.)

BoR will revisit exception allowances after evaluating data comparing performance of students admitted by exception to those admitted under minimum standards. Performance measures to be considered will include: 1st semester GPA; 1st to 2nd year retention; 3rd semester GPA; gateway course attempts and grades; and completion rates.

★ MINIMUM ADMISSION STANDARDS REVIEW AND AUDIT

Public Universities are expected to adhere to BoR policy, including Statewide First-Time Freshman Minimum Admission Standards and exception allowances. BoR will review student data reported through the Statewide Student Profile System (SSPS) annually, primarily focusing on those data fields that are essential to verify final admissions decisions (e.g., Core, Core GPA, overall HS GPA, admission test score, English and math placement scores, and exception flag) to determine whether institutions are in compliance with the policy. A number of institutions will be selected for a campus audit, and a report to the Board will summarize data on entering freshman cohorts and the percentage admitted by exception.

Annual reporting is to be conducted on a two-year rolling average. This will entail a review of the prior two years of exceptions data submitted through the SSPS. Students who completed the first term with a minimum 12 hours earned and a minimum 2.3 cumulative GPA, and completed a college-level English or Math course with a grade of "C" or higher, will not be counted as exceptions for audit purposes.

Institutions whose two-year average exceeds the admissions exceptions by one percentage point (i.e. institution has a 9% exception rate average, but has an exception allowance of 8%) will be flagged for non-compliance and BoR review.

Based on audit findings, BoR may take action as it deems appropriate when the number of exceptions to the minimum standards exceeds the allowance. Penalties will be graduated in accordance with the degree, repetition, and/or systemic nature of the violation, as BoR determines.

Institutional Requests for Change to Minimum Standards, Exception Allowances

Following a complete year of statewide implementation of this policy, beginning in the 2021-2022 academic year, a university may petition BoR for a change to a minimum standard or exception allowance. If approved by BoR, the change will be implemented on a two-year pilot basis with required annual reports based on data used in the approved petition. If continuation is denied, the entering cohort for the next Fall semester will be required to meet the minimum standards in place. (For example, because of the timeline for the admissions cycle, a two-year pilot could apply the pilot measure for years 1-3 but must have specific authorization to continue for the year four entering cohort.)

TRANSFER MINIMUM ADMISSION STANDARDS FOR 4-YEAR UNIVERSITIES

As defined in SSPS, a transfer is a student enrolling at an institution for the first time who has previously attended another postsecondary institution (after high school). This does not include those students enrolling for the first time in the summer (see definition of freshman). These students are reported in SSPS with admission status = 4.

1. Transferring from a U.S. Postsecondary Institution

Students must have earned a transferrable Associate Degree (AA or AS) or higher from an accredited institution or have met the BoR transfer requirements as per the **Board of Regents Minimum Admission Standards for Transfer Students**.

2. Transferring from a College-University Bridge Program

Statewide minimum standards for admission to a bridge program are silent: bridge program details are left up to the College-University parties for admission, performance, and transfer. Minimum college-level credit hours for transfer is 12, including English and Math courses with a grade of at least "C" in both and the specified GPA, but bridge agreements may require more credits and/or higher GPA.

3. Transferring from a Non-U.S. Postsecondary Institution

Admission decisions must be made in accordance with recommendations in nationally recognized publications. Students must meet the BoR minimum transfer standards.

International students for whom English is a second language are required to demonstrate English proficiency. These students must have completed a college-level Math course designed to fulfill general education requirements and be eligible to enroll in a college-level English course designed to fulfill general education requirements (i.e., not require developmental English).

4. Transferring with Less Than Minimum College-level Academic Hours Earned

Students who wish to transfer to a university before earning the minimum college-level academic hours required may be granted regular transfer admission if they (a) meet the transfer institution's freshman admission standards and (b) transfer in good academic standing from the previous institution.

5. Allowable Transfer Exceptions

Institutions have the opportunity to admit by exception an allowable percentage of transfer students (reported in SSPS with admission status = 4) who do not meet the minimum transfer admission standards, but are eligible to enroll in college-level English and Math. The number of transfer students representing the allowable percentage may be calculated from the previous year's semester/term entering transfer class reported as enrolled as of the end of the semester/term.

Flagship: 4% -- LSU

Statewide: 8% -- La Tech, ULL, UNO

Regional: 10% -- Grambling, LSUA, LS.US, McNeese, Nicholls, NSU, SLU, SUBR, SUNO, ULM

