UNIVERSITY OF LOUISIANA SYSTEM

Board of Supervisors for the University of Louisiana System

FIVE-YEAR STRATEGIC PLAN

FY 2023-24 through FY 2027-28

July 1, 2022

BOARD OF SUPERVISORS FOR THE UNIVERSITY OF LOUISIANA SYSTEM

Strategic Plan FY 2023-24 through FY 2027-2028

Vision Statement:

To promote access and support, and to gather resources for educational opportunities by rendering leadership, assistance and oversight to the eight regional universities in the System. The Board's contribution to the State's economic development will be that of providing, through its universities, a well-educated workforce empowered to improve the quality of life for all Louisiana's citizens.

Mission Statement:

To supervise and manage the institutions within the System, as constitutionally prescribed, in order for them to more effectively serve the needs of the citizens of the State.

Philosophy Statement:

To attain the mission of the Board of Supervisors by assisting the institutions within the System in serving the needs of their constituents, by facilitating the accomplishments of their respective missions, and by monitoring their activities in order to ensure accountability and sound management practices.

Goals and Objectives:

Goal I: To Increase Opportunities for Student Access

Objective I.1: Increase the fall headcount enrollment by 6% from the baseline level of 86,652 in fall 2021 at approximately 90,918 by fall 2026.

Links: State Outcome Goals -- Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: (TANF, Tobacco Settlement, Workforce Development Commission, or Other: Closely linked to objective in Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students.

Strategy I.1.2: Develop collaborations with two-year schools to increase transfer rates.

Strategy I.1.3: Enter into dual/cross/concurrent enrollment collaborations with community colleges.

Strategy I.1.4: Develop need-based scholarship program to improve access and to encourage attendance.

Strategy I.1.5: Implement or enhance initiatives geared towards improving graduation and retention rates.

Performance Indicators:

Output: Number of students enrolled (full term) in the University of Louisiana System

Outcome: Percent change in the number of students enrolled (full term) in the University of Louisiana System

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 4.58 percentage points from the Fall 2020 cohort (to fall 2021) baseline level of 69.00% to 73.39% by fall 2026 (retention of fall 2025 cohort).

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: **Recruit better academically prepared students.**

Strategy I.1.2: **Develop need-based scholarship programs to improve retention, progression and graduation.**

Strategy I.1.3: **Implement or enhance initiatives geared towards improving retention, progression and graduation rates.**

Performance Indicators:

Output: Percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 2.19 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 60.12% to 62.29% by fall 2026 (retention of Fall 2024 cohort).

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: **Recruit better academically prepared students.**

Strategy I.1.2: **Develop need-based scholarship programs to improve retention, progression and graduation.**

Strategy I.1.3: **Implement or enhance initiatives geared towards improving retention, progression and graduation rates.**

Performance Indicators:

Output: Percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2014 cohort for all institutions) of 51.10% to 52.68% by AY 2025-2026 (fall 2019 cohort).

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students.

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of students enrolled at a Four Year University in LA identified as a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in LA.

Outcome: Percentage of students enrolled at a Four Year University in LA identified as a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from any public postsecondary institution in LA.

Source: Board of Regents Statewide Graduation Rate

Goal II: To Increase Opportunities for Student Success

Objective II.4: Increase the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 12,492 in 2020-21 to 12,721 in AY 2025-2026. Students may only be counted once per award level.

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students.

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of completers at the baccalaureate degree level

Outcome: Percentage change from baseline

Source: Board of Regents Completers System

Goal II: To Increase Opportunities for Student Success

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 3,636 in 2020-21 to 3,813 in AY 2025-2026. Students may only be counted once per award level.

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students.

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of completers at graduate degree level

Outcome: Percentage change from baseline

Source: Board of Regents Completers System

Goal II: To Increase Opportunities for Student Success

Objective II.6: Increase the total number of 25 and older undergraduate Degree completers in a given academic year from the baseline year number of 4,085 in AY 2020-21 to 4,190 in AY 2025-26. Students may only be counted once per award level.

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy II.6.1: Recruit better academically prepared students.

Strategy II.6.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy II.6.3: Implement or enhance initiatives (i.e., CompeteLA) geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of completers at graduate degree level

Outcome: Percentage change from baseline

Source: Board of Regents Completers System

Goal II: To Increase Opportunities for Student Success

Objective II.7: Increase the total number of minority completers in a given academic year from the baseline year number of 4,898 in 2020-21 to 5,226 in AY 2025-26. Students may only be counted once per award level.

Links:
State Outcome Goals: Youth Education, Diversified Economic Growth
Children's Budget Link: Not applicable
Human Resource Policies Beneficial to Women and Families Link: Not applicable
Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy II.7.1: Recruit better academically prepared students

Strategy II.7.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy II.7.3: Implement or enhance initiatives (i.e., Reginald F. Lewis Educational Equity Initiative) geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of completers at graduate degree level

Outcome: Percentage change from baseline

Source: Board of Regents Completers System

Appendix A

Process Documentation

I. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

According to Article VIII of the Louisiana Constitution, the Board of Supervisors for the University of Louisiana System (UL System) is authorized to supervise and manage those state universities not managed by any other higher education board created by or under this Article. Therefore, the principal clients and users of the UL System are the nine universities supervised and managed by the Board, their faculty and staff, and indirectly the 90,000+ students served by the System's institutions around the state. The specific services or benefits derived by the institutions and their personnel will be well-managed higher education institutions.

The benefit to the community and prospective employers will be better educated and trained citizenry/employees. In addition, the economic impact of those nine universities substantially affects the communities in which the universities are located as well as the entire state. The ultimate benefit for the students served by this System will be a high-quality postsecondary education.

Graduates from UL System schools make up a large proportion of Louisiana's workforce. The UL System leads the state in the production of bachelor's degrees, particularly in areas such as computer science, engineering and engineering technology, healthcare, business, and education. A recent study concluded that the University of Louisiana System, comprising nine member institutions, contributed $10.9 billion to the state's economy in FY 2017 – 2018, 4.5 percent of the gross state product.

II. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

Potential external factors could include: national, state, and local economic trends; and changes in the level of funding support from the Louisiana Legislature. A change in policy at the federal level can have dramatic effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

III. The statutory requirement or other authority for the goals of the plan:

Goal 1: To Increase Opportunities for Student Access
Goal 2: To Increase Opportunities for Student Success

Constitution (Article VIII, Sections 5 (D) 4) – To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes
Constitution (Article VIII, Section 5 (D) 1, 2) – To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes
Constitution (Article VIII, Section 5 (D) 3) – To study the need for changes in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes

IV. A description of any program evaluation used to develop objectives and strategies.

The Board of Regents is required by the state Constitution to develop and make timely revision of a master plan for higher education. The goals and objectives in this five-year strategic plan were derived from the Regents' Master Plan as well as from Act 741 of the 2010 Legislative Session (GRAD Act).

STRATEGY ANALYSIS CHECKLIST
✓ Analysis ✓Cost-benefit analysis conducted ✓ Financial or performance audit used X Benchmarking for best management practices used X Act 160 Reports used ✓ Other analysis or evaluation tools used ✓ Impact on other strategies considered ✓ Stakeholders identified and involved
✓ Authorization ✓ Authorization exists X Authorization needed
✓ Organization Capacity X Needed structural or procedural changes identified X Resource needs identified ✓ Strategies developed to implement needed changes or address resource needs ✓ Responsibility assigned
✓ Time Frame ✓ Already ongoing

✓ New, startup date estimated ✓ Lifetime of strategy identified
✓ Fiscal Impact ✓ Impact on operating budget X Impact on capital outlay budget X Means of finance identified ✓ Return on investment determined to be favorable

V. Identification of the primary persons who will benefit from or be significantly affected by <u>each</u> objective within the plan.
All goals, all objectives: Students, parents, faculty, employers, and the citizenry of the state

VI. An explanation of how duplication of effort will be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy.
For the purposes of Act 1465 of 1997, the Board of Supervisors of the University of Louisiana System is a single program. Duplication of effort of more than one program is therefore not applicable.

VII. Documentation as to the validity, reliability, and appropriateness of each performance indicator, as well as the method used to verify and validate the performance indicators as relevant measures of each program's performance.
See Performance Indicator Documentation attached for each performance indicator.

VIII. A description of how each performance indicator is used in management decision making and other agency processes.
See Performance Indicator Documentation attached for each performance indicator.

Appendix B

Performance Indicator Documentation

Program: Board of Supervisors for the University of Louisiana System

Objective I.1: Increase the fall headcount enrollment by 6% from the baseline level of 86,652 in fall 2021 at approximately 90,918 by fall 2026.

Indicator 1: Number of students enrolled (full term)

1. **What is the type of indicator?**
   Output, Key

2. **What is the rationale for the indicator?**
   Recognition of the importance of Louisiana having an educated citizenry.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. **How is the indicator calculated? Is this a standard calculation?**
   The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Headcount enrollment refers to the actual number of students enrolled [as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number].

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all enrolled students in the nine universities in the University of Louisiana System.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses. This indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Program: Board of Supervisors for the University of Louisiana System

Objective I.1: Increase the fall headcount enrollment by 6% from the baseline level of 86,652 in fall 2021 at approximately 90,918 by fall 2026.

Indicator 2: Percentage change in the number of students enrolled (full term) (compared to baseline)

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   Recognition of the importance of Louisiana having an educated citizenry.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Headcount enrollment refers to the actual number of students enrolled [as opposed to full-time equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number].

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all enrolled students in the nine universities in the University of Louisiana System.

8. **Who is responsible for data collection, analysis, and quality?**

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses. This indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Program: Board of Supervisors for the University of Louisiana System

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 4.58 percentage points from the Fall 2020 cohort (to fall 2021) baseline level of 69.00% to 73.39% by fall 2026 (retention of fall 2025 cohort).

Indicator 1: Percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment

1. **What is the type of indicator?**
   Output, Key

2. **What is the rationale for the indicator?**
   Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the following (second) fall semester. This is the national standard for the calculation of an institutional retention rate.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the next Fall semester.

7. **Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the second fall semester.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 4.58 percentage points from the Fall 2020 cohort (to fall 2021) baseline level of 69.00% to 73.39% by fall 2026 (retention of fall 2025 cohort).

Indicator 2: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment. (from baseline)

1. What is the type of indicator?
Outcome, Supporting

2. What is the rationale for the indicator?
Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

3. What is the source of the indicator? How reliable is the source?
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?
The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?
The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the following (second) fall semester. This is the national standard for the calculation of an institutional retention rate. The percentage of students retained will be compared to the baseline.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the next Fall semester.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the second fall semester. That figure is subtracted from the baseline to get a percentage change.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 2.19 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 60.12% to 62.92% by fall 2026 (retention of Fall 2024 cohort).

Indicator 1: Percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment

1. **What is the type of indicator?**
   Output, Key

2. **What is the rationale for the indicator?**
   Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the two successive fall semesters. This is the national standard for the calculation of an institutional graduation rate.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the third Fall semester.

7. **Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the third fall semester.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 2.19 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 60.12% to 62.92% by fall 2026 (retention of Fall 2024 cohort).

Indicator 2: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment. (from baseline)

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the two successive fall semesters. This is the national standard for the calculation of an institutional graduation rate. The rate of freshmen retained to the third Fall will be subtracted from baseline to get the percentage point change.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the third Fall semester.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the third fall semester.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2014 cohort for all institutions) of 51.10% to 52.68% by AY 2025-2026 (fall 2019 cohort).

Indicator 1: Number of students enrolled at a Four Year University identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

1. **What is the type of indicator?**
   Output, Support

2. **What is the rationale for the indicator?**
   Graduation rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university earn a degree.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents' Board of Regents Statewide Graduation Rate. This system has been in existence for approximately 25 years and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The data are gathered annually by the Board of Regents.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the number of students within the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students. This indicator is the numerator for the calculation of an institutional graduation rate as per the national standard calculation.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year.

7. **Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The indicator is a limited measure of an institution's ability to graduate students**.** The number of freshmen in a cohort is not the same as the number of freshmen for a given academic semester. The cohort does not include students who are part-time, nor does it include students who enter in the Spring semester. It does not include transfer freshmen. The number of graduates in a cohort is not the same as the number of completers for a given academic year. Tracking of students ends after 150% of normal time, six years for baccalaureate degree students and three years for associate degree students; thus students who graduate after that period are not counted in the graduation rate. Students who enter as transfer students and graduate are not counted in the rate. Thus the resulting graduation rate only reflects a portion of the students who enter and graduate from a given institution.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2014 cohort for all institutions) of 51.10% to 52.68% by AY 2025-2026 (fall 2019 cohort).

Indicator 2: Percentage of students enrolled at a Four Year University identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

1. What is the type of indicator?
Outcome, Key

2. What is the rationale for the indicator?
Graduation rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university earn a degree.

3. What is the source of the indicator? How reliable is the source?
Data will be retrieved from the Board of Regents' Board of Regents Statewide Graduation Rate. This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?
The data are gathered annually by the Board of Regents.

5. How is the indicator calculated? Is this a standard calculation?
The indicator is the percent of students within the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The indicator is a limited measure of an institution's ability to graduate students**.** The number of freshmen in a cohort is not the same as the number of freshmen for a given academic semester. The cohort does not include students who are part-time, nor does it include students who enter in the Spring semester. It does not include transfer freshmen. The number of graduates in a cohort is not the same as the number of completers for a given academic year. Tracking of students ends after 150% of normal time, six years for baccalaureate degree students and three years for associate degree students; thus students who graduate after that period are not counted in the graduation rate. Students who enter as transfer students and graduate are not counted in the rate. Thus the resulting graduation rate only reflects a portion of the students who enter and graduate from a given institution.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.4: Increase the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 12,492 in 2020-21 to 12,721 in AY 2025-2026. Students may only be counted once per award level.

Indicator 1: Number of baccalaureate completers

1. **What is the type of indicator?**
   Output, Key

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2017-2018.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all baccalaureate completers at an institution within a given academic year.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized baccalaureates.

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all students who earn Board of Regents-recognized baccalaureates within an academic year.

8. **Who is responsible for data collection, analysis, and quality?**

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.4: Increase the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 12,492 in 2020-21 to 12,721 in AY 2025-2026. Students may only be counted once per award level.

Indicator 2: Percentage change in the number of completers from the baseline year

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2017-2018.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all baccalaureate completers at an institution within a given academic year.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized baccalaureates.

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all students who earn Board of Regents-recognized baccalaureates within an academic year.

8. **Who is responsible for data collection, analysis, and quality?**

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 3,636 in 2020-21 to 3,813 in AY 2025-2026. Students may only be counted once per award level.

Indicator 1: Number of graduate degree completers

1. **What is the type of indicator?**
   Output, Key

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2017-18.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all graduate degree completers at an institution within a given academic year.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized graduate degrees.

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all students who earn Board of Regents-recognized graduate degrees within an academic year.

8. **Who is responsible for data collection, analysis, and quality?**

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 3,636 in 2020-21 to 3,813 in AY 2025-2026. Students may only be counted once per award level.

Indicator 2: Percentage change in the number of completers from the baseline year

1. What is the type of indicator?
Outcome, Supporting

2. What is the rationale for the indicator?
System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. What is the source of the indicator? How reliable is the source?
Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. What is the frequency and timing of collection or reporting?
The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2017-18.

5. How is the indicator calculated? Is this a standard calculation?
The indicator is the sum of all graduate degree completers at an institution within a given academic year.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
Completers is another term for graduates. It will include all students who earn Board of Regents-recognized graduate degrees.

7. Is the indicator an aggregate or disaggregate figure?
This indicator is the aggregate of all students who earn Board of Regents-recognized graduate degrees within an academic year.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.6: Increase the total number of 25 and older undergraduate Degree completers in a given academic year from the baseline year number of 4,085 in AY 2020-21 to 4,190 in AY 2025-26. Students may only be counted once per award level.

Indicator 1: Number of completers

1. **What is the type of indicator?**
   Output, Key

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY **2020-21**.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all completers at the graduate level at an institution within a given academic year. The total includes all awards and certificates at the undergraduate level. This is the state standard for the counting of completers.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized awards and certificates at the undergraduate level.

7. **Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at the undergraduate level within an academic year.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.6: Increase the total number of 25 and older undergraduate Degree completers in a given academic year from the baseline year number of 4,085 in AY 2020-21 to 4,190 in AY 2025-26. Students may only be counted once per award level.

Indicator 2: Percentage change in the number of completers from the baseline year

1. **What is the type of indicator?**
   Outcome, Supporting

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY **2020-21**.

5. **How is the indicator calculated? Is this a standard calculation?**
   To calculate the indicator, the sum of all completers at the undergraduate level at an institution within a given academic year is compared to the baseline sum. Then a percentage change is calculated. This is the state standard for the counting of completers and calculating percentage change.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized awards and certificates at the undergraduate level.

7. **Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at the undergraduate level within an academic year.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.7: Increase the total number of minority completers in a given academic year from the baseline year number of 4,898 in 2020-21 to 5,226 in AY 2025-26. Students may only be counted once per award level.

Indicator 1: Number of completers

1. **What is the type of indicator?**
   Output, Key

2. **What is the rationale for the indicator?**
   System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. **What is the source of the indicator? How reliable is the source?**
   Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY **2020-21**.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all completers at an institution within a given academic year. The total includes all awards and certificates at the postsecondary level. This is the state standard for the counting of completers.

6. **Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
   Completers is another term for graduates. It will include all students who earn Board of Regents-recognized awards and certificates at the postsecondary level.

7. **Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at the postsecondary level within an academic year.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Board of Supervisors for the University of Louisiana System

Objective II.7: Increase the total number of minority completers in a given academic year from the baseline year number of 4,898 in AY 2020-21 to 5,226 in AY 2025-26. Students may only be counted once per award level.

Indicator 2: Percentage change in the number of completers from the baseline year

1. What is the type of indicator?
Outcome, Supporting

2. What is the rationale for the indicator?
System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. What is the source of the indicator? How reliable is the source?
Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. What is the frequency and timing of collection or reporting?
The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY **2020-21**.

5. How is the indicator calculated? Is this a standard calculation?
To calculate the indicator, the sum of all completers at the postsecondary level at an institution within a given academic year is compared to the baseline sum. Then a percentage change is calculated. This is the state standard for the counting of completers and calculating percentage change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
Completers is another term for graduates. It will include all students who earn Board of Regents-recognized awards and certificates at the postsecondary level.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at the postsecondary level within an academic year.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

There are no limitations or weaknesses.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

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