

BOARD OF REGENTS

*Dr. Kim Hunter Reed
Commissioner of Higher Education*

STRATEGIC PLAN FY 2020-2021 THROUGH FY 2024-2025

In compliance with Act 1465 of 1997

July 1, 2019

BOARD OF REGENTS' STRATEGIC PLAN (FY 2020-2021 through FY 2024-2025)

Vision Statement: Postsecondary education transforms lives, strengthens communities and drives our economy

Mission Statement: The Louisiana Board of Regents serves as the state's leading force for talent development through quality, affordable postsecondary education for all.

Philosophy Statement: To attain the vision and mission of the Board of Regents through optimal utilization of the agency's human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence.

Goals and Objectives:

I. Goal: Expand access to and success in completing postsecondary education

Objective I.1: Increase the fall headcount enrollment by 9% from the baseline level of 211,745 in fall 2018 to 230,000 by fall 2023.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in [Master Plan for Postsecondary Education](#)

Strategy I.1.1: Develop and support Math Pathways and Co-Requisite programs at scale statewide to help prepare students for success in gateway courses of English and Math.

Strategy I.1.2: Alleviate student burden of textbook costs by moving course offerings to online educational resources (OER)

Strategy I.1.3: Ensure consistent and expanded access to programs and services for all citizens of the State with special emphasis on minority, adults and students with disabilities.

Strategy I.1.4: Develop strong policy based on national best practices to strengthen dual and cross enrollment agreements and offerings with public school districts and among postsecondary institutions.

Strategy I.1.5: Promote and expand college attendance by adult and nontraditional students.

Performance Indicators:

Output: Number of students enrolled (throughout the fall semester) in public postsecondary education.

Outcome: Percent change from baseline in the number of students enrolled (as of the end of the term) in public postsecondary education.

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 .5 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 73.5% to 74% by fall 2023 (retention of fall 2022 cohort).

Explanatory Note: This indicator tracks degree-seeking first-time in college students enrolled full-time during the fall semester at four-year institutions

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

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Other Link: Closely linked to objective in [Master Plan for Postsecondary Education](#)

Strategy II.1.1: Assess and if necessary, revise admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy II.1.2: Encourage system-wide and campus-specific best practices for monitoring retention and advising.

Strategy II.1.3: Develop and support Math Pathways and Co-Requisite programs at scale statewide to help prepare students for success in gateway courses of English and Math.

Strategy II.1.4: Expand academic coaching and staff training support at scale to ease the transition from high school to college.

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 from baseline 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.

Objective II.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by .8 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 47.7% to 48.5% by fall 2023 (retention of fall 2022 cohort).

Explanatory Note: This indicator tracks associate degree-seeking first-time in college students enrolled full-time during the fall semester at two-year institutions.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in [Master Plan for Postsecondary Education](#)

Strategy II.2.1: Encourage system-wide and campus-specific best practices for monitoring retention and advising.

Strategy II.2.2: Develop and support Math Pathways and Co-Requisite programs at scale statewide to help prepare students for success in gateway courses of English and Math.

Strategy II.2.3: Expand academic coaching and staff training support at scale to ease the transition from high school to college.

Performance Indicators:

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

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

Objective II.3: Increase the percentage of first-time in college, full-time, alternative credential -seeking (certificate/diploma) students retained from the fall to the spring semester at the same LCTCS

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campus of initial enrollment by .8 percentage points from fall 2017 cohort (to spring AY 2017-18) baseline level of 64.2 % to 65% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-23).

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in [Master Plan for Postsecondary Education](#)

Strategy II.3.1: Expand system-wide and campus-specific certificate and diploma offerings.

Strategy II.3.2: Expand availability of first-time student seminars and first-year advising to students in these program offerings.

Strategy II.3.3: Expand academic coaching and staff training support at scale to ease the transition from high school to college.

Performance Indicators:

Output: Percentage of first-time, full-time, alternative credential freshmen retained from the fall to the spring semester at the same LCTCS campus of initial enrollment.

Outcome: Percentage point change in the percentage of first-time, degree-seeking freshmen retained from the fall to the spring semester at the same LCTCS campus of initial enrollment.

Objective II.4: 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 1.5 percentage points from the fall 2016 cohort (to fall 2018) baseline level of 62.5 % to 64% by fall 2023 (retention of fall 2021 cohort).

Explanatory Note: This indicator tracks degree-seeking first-time in college students enrolled full-time during the fall semester at [four-year institutions](#)

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in [Master Plan for Postsecondary Education](#)

Strategy II.4.1: Assess and if necessary, revise admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy II.4.2: Encourage system-wide and campus-specific best practices for monitoring retention and advising.

Strategy II.4.3: Develop and support Math Pathways and Co-Requisite programs at scale statewide to help prepare students for success in gateway courses of English and Math.

Strategy II.4.4: Expand academic coaching and staff training support at scale to ease the transition from high school to college.

Performance Indicators:

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

Outcome: Percentage point change from baseline 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.

Objective II.5: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline (fall 2011 cohort for all institutions) of 40.4% to 45% by AY2022-23 (fall 2016 cohort).

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education

Strategy II.5.1: Assess and if necessary, revise admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy II.5.2: Encourage system-wide and campus-specific best practices for monitoring retention and advising.

Strategy II.5.3: Expand efforts to develop specific transfer pathways from two-year colleges to four-year universities.

Performance Indicators:

Output: Percentage of students enrolled at either a Four Year or Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion at any Louisiana public post-secondary institution.

Outcome: 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 at any Louisiana public post-secondary institution.

Outcome: Number of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion at any Louisiana public post-secondary institution.

Objective II.6: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 38,131 in AY2017-18 to 52,000 in AY2022-23. Students may only be counted once per award level.

At Two-Year Colleges, number of completers earning CTC's 4,000

At Two-Year Colleges, number of 1 year completers earning certificates to 8,000

At Two-Year Colleges, number of completers earning Diplomas to 4,000

At Two-Year Colleges, number of completers earning Associate Degrees to 6,500

At Four-Year Universities, number of completers earning Baccalaureate Degrees to 20,500

At Four-Year Universities, number of completers earning Graduate Degrees to 9,000

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education

Strategy II.6.1: Assess and if necessary, revise admissions criteria at four-year institutions to promote better student-to-institution match.

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Strategy II.6.2: Encourage system-wide and campus-specific best practices for monitoring retention and advising.

Strategy II.6.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy II.6.4: Expand academic coaching and staff training support to ensure that all students are receiving proper advising from initial enrollment to graduation.

Performance Indicators:

Output: Total number of completers for all award levels.

Outcome: Total number of completers earning Career and Technical CTC's

Outcome: Total number of completers earning 1-year certificates

Outcome: Total number of completers earning Diplomas.

Outcome: Total number of completers earning Associate Degrees.

Outcome: Total number of completers earning Baccalaureate Degrees.

Outcome: Total number of completers earning Graduate Degrees.

II. Goal: Eliminate persistent and damaging equity gaps

Objective II.1 Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 11,490 in 2017-18 to 15,000 in AY 2022-23.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in [Master Plan for Postsecondary Education](#)

Strategy II.1.1: Develop and support Math Pathways and Co-Requisite programs at scale statewide to help prepare students for success in gateway courses of English and Math.

Strategy II.1.2: Alleviate student burden of textbook costs by moving course offerings to Open Education Resources (OER).

Strategy II.1.3: When appropriate, foster transfers between and among campuses at all levels.

Strategy II.1.4: Ensure consistent and expanded access to programs and services for all citizens of the State with special emphasis on minority, adults and students with disabilities.

Strategy II.1.5: Develop strong policy based on national best practices to strengthen dual and cross enrollment agreements and offerings with public school districts and among postsecondary institutions.

Performance Indicators:

Output: Unduplicated Minority Completers earning a degree or credential

Outcome: Percent change from baseline in the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) that complete a degree or credential in a given academic year.

III. Goal: Significantly increase the education level of adults.

Objective III.1 Increase the unduplicated number of undergraduate adult (25+ years) completers in a given academic year from the baseline year number of 10,191 in 2017-18 to 14,000 in AY 2022-23.

State Outcome Goals Link: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in [Master Plan for Postsecondary Education](#)

Strategy I.1.1: Develop and support Math Pathways and Co-Requisite programs at scale statewide to help prepare students for success in gateway courses of English and Math.

Strategy I.1.2: Alleviate student burden of textbook costs by moving course offerings to OER resources.

Strategy I.1.3: When appropriate, foster transfers between and among campuses at all levels.

Strategy I.1.4: Ensure consistent and expanded access to programs and services for all citizens of the State with special emphasis on minority, adult and students with disabilities.

Strategy I.1.5: Increase targeted recruitment and enrollment communication opportunities to attract adult students back to enrollment.

Strategy I.1.6: Develop targeted expanded student services, create a menu of nighttime and weekend courses and childcare services to attract those adults who work full-time and allow them to earn a degree and work at the same time.

Performance Indicators:

Output: Unduplicated adult (25+ yrs.) earning a degree or credential

Outcome: Percent change from baseline of unduplicated adult (25+ yrs.) earning a degree or credential

I. Principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

The Board of Regents, as a constitutional entity with authority to plan and with budgetary authority for public postsecondary education, is strategically placed in Louisiana state government to serve numerous principal clients and users. By designing and implementing a broad-based multi-level postsecondary education system, the Board's clients include all Louisiana citizens who avail themselves of the numerous services provided by Louisiana's postsecondary education institutions. These services are delivered to students enrolled in hundreds of degree programs and the thousands of citizens who participate in non-degree activities. Additionally, as the policy-making agency over a system that is recognized as the engine that drives economic development, the Board's clients extend beyond students to all citizens who benefit from a healthy economy. As a primary coordinating authority over institutions that contribute to workforce development, job training and retraining, Louisiana's businesses and industries are primary clients and users of the Board of Regents' policies and plans. And, finally, as the statewide coordinating Board committed to being accountable for the expenditure of citizens' tax dollars, the primary clients and users of the Board's programs are all of the State's citizens who contribute tax revenues to state government.

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:

A list of external factors that are beyond the control of the Board of Regents that could significantly affect the achievement of its goals includes:

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1. The Administration

The current administration is very supportive of the Regents' goals and objectives. However, the governor of Louisiana is very influential and there is no guarantee that future administrations will be as supportive of the Regents' plans.

2. The Economy

Postsecondary education's financial position will always be precarious as long as its funding is not guaranteed. Economic recession/depression impact postsecondary education harshly since its funding is not protected by either constitution or statute.

3. The Federal Government

A significant amount of revenue flows from Washington D.C. into Louisiana public postsecondary education. A change in policy at the federal level can have dramatic effects on postsecondary education in the State, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

III. The statutory requirement or other authority for each goal of the plan.

I. Goal: Expand access to and success in completing postsecondary education

II. Goal: Eliminate persistent and damaging equity gaps

III. Goal: Significantly increase the education level of adults.

1. Constitution (Article VIII, Section 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.
2. 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.
3. Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in the 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 in part from the Regents' Master Plan.

V. Identification of the primary persons who will benefit from or be significantly affected by each objective within the plan.

See Performance Indicator Documentation attached for each objective.

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 Regents is a single program. Duplication of effort of more than one program is thus 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective I.1: Increase the fall headcount enrollment by 9% from the baseline level of 211,745 in fall 2018 to 230,000 by fall 2023.

Indicator: (1) Number of students enrolled (throughout the fall semester) in public postsecondary education

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth 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 standard method practiced nationwide for reporting headcount enrollment is the fall semester. The Regents' Statewide Student Profile System (SSPS) is a unit record system in which each enrolled student, regardless of course load, is counted.

6. Does the indicator contain jargon, acronyms, or unclear terms?

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 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 four systems of postsecondary education (LCTCS, LSU, SU, UL).

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

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No. It should be noted however that 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.

Objective I.1: Increase the fall headcount enrollment by 9% from the baseline level of 211,745 in fall 2018 to 230,000 by fall 2023.

Indicator: (2) Percent change from baseline in the number of students enrolled (as of the end of the term) in public postsecondary education

1. What is the type of the indicator?
Outcome
2. What is the rationale for the indicator?
This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.
3. What is the source of the indicator?
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years. The change will be calculated using fall 2018 enrollment figures as the baseline year, measuring the percentage change to the year being examined.
4. What is the frequency and timing of collection or reporting?
The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth 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 change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change- $[(Y2-Yb)/Yb]$.
6. Does the indicator contain jargon, acronyms, or unclear terms?
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 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 four systems of postsecondary education (LCTCS, LSU, SU, UL). The percentage change will be measured in the aggregate.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
No. It should be noted however that this indicator reflects headcount enrollment and changes in headcount enrollment. These measures are not the enrollment calculations 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 and any changes in enrollment impact scheduling, hiring, future planning, program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

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 .5 percentage points from

the fall 2017 cohort (to fall 2018) baseline level of 73.5% to 74% by fall 2023 (retention of fall 2022 cohort). This indicator is for 4-year institutions

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 the indicator?
Output
2. What is the rationale for the indicator?
This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.
3. What is the source of the indicator?
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.
4. What is the frequency and timing of collection or reporting?
The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data
5. How is the indicator calculated? Is this a standard calculation?
For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are calculated using the institutionally classified cohort of degree-seeking, first-time in college, full-time students in a given fall which re-enroll the following fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.
6. Does the indicator contain jargon, acronyms, or unclear terms?
No.
7. Is the indicator an aggregate or disaggregate figure?
This indicator is the aggregate of all students retained at 4-Year Universities.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
No. It should be noted however that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.
10. How will the indicator be used in management decision making and other agency processes?
Postsecondary education remains committed to retaining and graduating students. Increases or decreases in retention rates can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

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 .5 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 73.5% to 74% by fall 2023 (retention of fall 2022 cohort). This indicator is for 4-year institutions

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 the baseline year.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data

5. How is the indicator calculated? Is this a standard calculation?

For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are calculated using the institutionally classified cohort of degree-seeking, first-time in college, full-time students in a given fall which re-enroll the following fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms?

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students retained at 4-Year Universities.

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

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No. It should be noted however that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

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

Postsecondary education remains committed to retaining and graduating students. Increases or decreases in retention rates can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective II.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by .8 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 47.7% to 48.5% by fall 2023 (retention of fall 2022 cohort). This indicator is for 2-year institutions

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

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data

5. How is the indicator calculated? Is this a standard calculation?

For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are calculated using the institutionally classified cohort of associate degree-seeking, first-time in college, full-time students in a given fall which re-enroll the following fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms?

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students in the two-year institutions of postsecondary education.

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

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No. It should be noted however that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

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

Postsecondary education remains committed to retaining and graduating students. Increases or decreases in retention rates can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

Objective II.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by .8 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 47.7% to 48.5% by fall 2023 (retention of fall 2022 cohort). This indicator is for 2-year institutions

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

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data

5. How is the indicator calculated? Is this a standard calculation?

For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are calculated using the institutionally classified cohort of associate degree-seeking, first-time in college, full-time students in a given fall which re-enroll the following fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms?

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students in the two-year institutions of postsecondary education.

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

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No. It should be noted however that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

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

Postsecondary education remains committed to retaining and graduating students. Increases or decreases in retention rates can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective II.3: Increase the percentage of first-time in college, full-time, alternative credential -seeking (certificate/diploma) students retained from the fall to the spring semester at the same LCTCS campus of initial enrollment by .8 percentage points from fall 2017 cohort (to spring AY 2017-18) baseline level of 64.2 % to 65% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-23).

Indicator: (1) Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same LCTCS campus of initial enrollment.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data

5. How is the indicator calculated? Is this a standard calculation?

For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are calculated using the institutionally classified cohort of degree-seeking, first-time in college, full-time students in a given fall which re-enroll the subsequent spring semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms?

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students retained at the same campus of all Louisiana Technical Colleges from the fall to the following spring.

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

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No. It should be noted however that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

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

Postsecondary education remains committed to retaining and graduating students. Increases or decreases in retention rates can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

Objective II.3: Increase the percentage of first-time in college, full-time, alternative credential -seeking (certificate/diploma) students retained from the fall to the spring semester at the same LCTCS campus of initial enrollment by .8 percentage points from fall 2017 cohort (to spring AY 2017-18) baseline level of 64.2 % to 65% by spring 2023 (retention of fall 2022 cohort to spring AY 2022-23).

Indicator: (2) Percentage point change of first-time in college, full-time, alternative credentials seeking students retained to the spring semester at the same LCTCS campus of initial enrollment from the baseline year.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation?

For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are calculated using the institutionally classified cohort of degree-seeking, first-time in college, full-time students in a given fall which re-enroll the subsequent spring semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms?

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students retained at the same campus of all LCTCS Colleges from the fall to the following spring.

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

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No. It should be noted however that this indicator reflects retention at the same LCTCS college and does not include students who transfer to other institutions.

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

Postsecondary education remains committed to retaining and graduating students. Increases or decreases in retention rates can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective II.4: 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 1.5 percentage points from the fall 2016 cohort (to fall 2018) baseline level of 62.5 % to 64% by fall 2023 (retention of fall 2021 cohort).

Indicator: (1) 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.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile

System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation?

For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are calculated using the institutionally classified cohort of degree-seeking, first-time in college, full-time students in a given fall which re-enroll the following third fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms?

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students retained to the third fall at the four-year institutions of postsecondary education.

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

Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No. It should be noted however that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

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

Postsecondary education remains committed to retaining and graduating students. Increases or decreases in retention rates can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

Objective II.4: 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 1.5 percentage points from the fall 2016 cohort (to fall 2018) baseline level of 62.5 % to 64% by fall 2023 (retention of fall 2021 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 four-year institution of initial enrollment from the baseline year.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

This indicator was selected in recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The data are submitted by the colleges 3-4 times annually, at the end of the summer, fall, winter (if applicable) and spring terms/semesters of an academic year to the Regents' Statewide Student Profile System (SSPS). For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation?
For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are calculated using the institutionally classified cohort of degree-seeking, first-time in college, full-time students in a given fall which re-enroll the following third fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.
6. Does the indicator contain jargon, acronyms, or unclear terms?
No.
7. Is the indicator an aggregate or disaggregate figure?
This indicator is the aggregate of all students retained to the third fall at the four-year institutions of postsecondary education.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems 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? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
No. It should be noted however that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.
10. How will the indicator be used in management decision making and other agency processes?
Postsecondary education remains committed to retaining and graduating students. Increases or decreases in retention rates can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective II.5: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline (fall 2011 cohort for all institutions) of 40.4% to 45% by AY2022-23 (fall 2016 cohort).

Indicator: (1) Percentage of students graduating within three/six years from public postsecondary education.

1. What is the type of the indicator?
Output
2. What is the rationale for the indicator?
Graduation rates in Louisiana public postsecondary education are low compared to the rates in other southern states. It is important for the further development of the State's economy that a higher percentage of students who enroll in college earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS) and the Regents' Completer Data System.
4. What is the frequency and timing of collection or reporting?
This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
FTF Cohort defined as first-time in college, full-time, degree-seeking students. These students are tracked for 150% of normal time of degree completion at any Louisiana public postsecondary institution

(e.g. Associate Degree = 3 years, for a bachelor's degree = 6 years). The number of reported cohort completers is divided by the total cohort, which generates a graduation rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
150% of normal time of degree completion at any Louisiana public postsecondary institution (e.g. Associate Degree = 3 years, for a bachelor's degree = 6 years)
7. Is the indicator an aggregate or disaggregate figure?
The Board of Regents will be reporting a single number of graduates from a particular cohort and the appropriate percentage rate. The graduation rates of all institutions will be aggregated.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the SSPS and Completer data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds master files.
9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
Many students begin part-time; therefore, they are not included in this rate. Also, students may have circumstances in which they cannot complete a degree in the time allowed. They would also not be included in this rate.
10. How will the indicator be used in management decision making and other agency processes?
Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.

Objective II.5: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline (fall 2011 cohort for all institutions) of 40.4% to 45% by AY2022-23 (fall 2016 cohort).

Indicator: (2) 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.

1. What is the type of the indicator?
Outcome
2. What is the rationale for the indicator?
Graduation rates in Louisiana public postsecondary education are low compared to the rates in other southern states. It is important for the further development of the State's economy that a higher percentage of students who enroll in college earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS) and the Regents' Completer Data System.
4. What is the frequency and timing of collection or reporting?
This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
FTF Cohort defined as first-time in college, full-time, degree-seeking students. These students are tracked for 150% of normal time of degree completion at any Louisiana public postsecondary institution (e.g. Associate Degree = 3 years, for a bachelor's degree = 6 years).
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

150% of normal time of degree completion at any Louisiana public postsecondary institution (e.g. Associate Degree = 3 years, for a bachelor's degree = 6 years)

7. Is the indicator an aggregate or disaggregate figure?
The Board of Regents will be reporting a single number of graduates from students beginning at a four-year institution.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the SSPS and Completer data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds master files.
9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
Many students begin part-time; therefore, they are not included in this number. Also, students may have circumstances in which they cannot complete a degree in the time allowed. They would also not be included in this number.
10. How will the indicator be used in management decision making and other agency processes?
Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.

Objective II.5: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline (fall 2011 cohort for all institutions) of 40.4% to 45% by AY2022-23 (fall 2016 cohort).

Indicator: (3) Number of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion.

1. What is the type of the indicator?
Outcome
2. What is the rationale for the indicator?
Graduation rates in Louisiana public postsecondary education are low compared to the rates in other southern states. It is important for the further development of the State's economy that a higher percentage of students who enroll in college earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS) and the Regents' Completer Data System.
4. What is the frequency and timing of collection or reporting?
This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
FTF Cohort defined as first-time in college, full-time, degree-seeking students. These students are tracked for 150% of normal time of degree completion at any Louisiana public postsecondary institution (e.g. Associate Degree = 3 years, for a bachelor's degree = 6 years).
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
150% of normal time of degree completion at any Louisiana public postsecondary institution (e.g. Associate Degree = 3 years, for a bachelor's degree = 6 years)
7. Is the indicator an aggregate or disaggregate figure?

The Board of Regents will be reporting a single number of graduates from students beginning at a two-year institution.

8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the SSPS and Completer data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds master files.
9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
Many students begin part-time; therefore, they are not included in this number. Also, students may have circumstances in which they cannot complete a degree in the time allowed. They would also not be included in this number.
10. How will the indicator be used in management decision making and other agency processes?
Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective II.6: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 38,131 in AY2017-18 to 52,000 in AY2022-23. Students may only be counted once per award level.

Indicator: (1) Number of completers for all applicable award levels in a given academic year.

1. What is the type of the indicator?
Output
2. What is the rationale for the indicator?
It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.
4. What is the frequency and timing of collection or reporting?
The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory
7. Is the indicator an aggregate or disaggregate figure?

The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.

8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.
9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
Regents will report all awards with no duplication within an award level.
10. How will the indicator be used in management decision making and other agency processes?
Institutions must increase the number of students earning a credential. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased completers.

Objective II.6: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 38,131 in AY2017-18 to 52,000 in AY2022-23. Students may only be counted once per award level.

Indicator: (2) Total number of completers earning 1-year certificates

1. What is the type of the indicator?
Outcome
2. What is the rationale for the indicator?
It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.
4. What is the frequency and timing of collection or reporting?
The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory
7. Is the indicator an aggregate or disaggregate figure?
The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.

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

Regents will report all awards with no duplication within an award level.

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

Institutions must increase the number of students earning a credential. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased completers.

Indicator: (3) Total number of completers earning 1-year certificates

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.

3. What is the source of the indicator?

The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.

5. How is the indicator calculated? Is this a standard calculation?

The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory

7. Is the indicator an aggregate or disaggregate figure?

The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.

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

Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.

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

Regents will report all awards with no duplication within an award level.

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

Institutions must increase the number of students earning a credential. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased completers.

Objective II.6: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 38,131 in AY2017-18 to 52,000 in AY2022-23. Students may only be counted once per award level.

Indicator: (4) Total number of completers earning Diplomas

1. What is the type of the indicator?
Outcome
2. What is the rationale for the indicator?
It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.
4. What is the frequency and timing of collection or reporting?
The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory
7. Is the indicator an aggregate or disaggregate figure?
The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.
9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
Regents will report all awards with no duplication within an award level.
10. How will the indicator be used in management decision making and other agency processes?
Institutions must increase the number of students earning a credential. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased completers.

Objective II.6: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 38,131 in AY2017-18 to 52,000 in AY2022-23. Students may only be counted once per award level.

Indicator: (5) Total number of completers earning Associate Degrees

1. What is the type of the indicator?
Outcome
2. What is the rationale for the indicator?

It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.

3. What is the source of the indicator?
The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.
4. What is the frequency and timing of collection or reporting?
The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory
7. Is the indicator an aggregate or disaggregate figure?
The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.
9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
Regents will report all awards with no duplication within an award level.
10. How will the indicator be used in management decision making and other agency processes?
Institutions must increase the number of students earning a credential. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased completers.

Objective II.6: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 38,131 in AY2017-18 to 52,000 in AY2022-23. Students may only be counted once per award level.

Indicator: (6) Total number of completers earning Baccalaureate Degrees

1. What is the type of the indicator?
Outcome
2. What is the rationale for the indicator?
It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?
The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory
7. Is the indicator an aggregate or disaggregate figure?
The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.
9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
Regents will report all awards with no duplication within an award level.
10. How will the indicator be used in management decision making and other agency processes?
Institutions must increase the number of students earning a credential. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased completers.

Objective II.6: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 38,131 in AY2017-18 to 52,000 in AY2022-23. Students may only be counted once per award level.

Indicator: (7) Total number of completers earning graduate degrees

1. What is the type of the indicator?
Outcome
2. What is the rationale for the indicator?
It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.
4. What is the frequency and timing of collection or reporting?
The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory
7. Is the indicator an aggregate or disaggregate figure?
The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.
8. Who is responsible for data collection, analysis, and quality?
Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.
9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?
Regents will report all awards with no duplication within an award level.
10. How will the indicator be used in management decision making and other agency processes?
Institutions must increase the number of students earning a credential. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased completers.

II. Goal: Eliminate persistent and damaging equity gaps

Objective II.1 Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 11,490 in 2017-18 to 15,000 in AY 2022-23.

Output: Unduplicated Minority Completers earning a degree or credential

1. What is the type of the indicator?
Output
2. What is the rationale for the indicator?
It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. What is the source of the indicator?
The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.
4. What is the frequency and timing of collection or reporting?
The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.
This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory
7. Is the indicator an aggregate or disaggregate figure?

The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.

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

Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.

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

Regents will report all awards with no duplication.

II. Goal: Eliminate persistent and damaging equity gaps

Objective II.1 Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 11,490 in 2017-18 to 15,000 in AY 2022-23.

Outcome: Percent change from baseline in the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) that complete a degree or credential in a given academic year **from the baseline year.**

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.

3. What is the source of the indicator?

The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.

5. How is the indicator calculated? Is this a standard calculation?

The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change- $[(Y2-Yb)/Yb]$.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory

7. Is the indicator an aggregate or disaggregate figure?

The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.

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

Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.

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

Regents will report all awards with no duplication.

III. Goal: Significantly increase the education level of adults.

Objective III.1 Increase the unduplicated number of undergraduate adult (25+ years) completers in a given academic year from the baseline year number of 10,191 in 2017-18 to 14,000 in AY 2022-23.

Output: Unduplicated adult (25+ yrs.) earning a degree or credential

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.

3. What is the source of the indicator?

The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.

5. How is the indicator calculated? Is this a standard calculation?

The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change- $[(Y2-Yb)/Yb]$.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory

7. Is the indicator an aggregate or disaggregate figure?

The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.

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

Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.

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

Regents will report all awards with no duplication.

Objective III.1 Increase the unduplicated number of undergraduate adult (25+ years) completers in a given academic year from the baseline year number of 10,191 in 2017-18 to 14,000 in AY 2022-23.

Outcome: Percent change from baseline of unduplicated adult (25+ yrs.) earning a degree or credential

given academic year **from the baseline year**.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

It is important for the further development of the State's economy that a higher number of students earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.

3. What is the source of the indicator?

The source of the data is the Board of Regents' Completers System. This data system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

The Board of Regents collects data on completers for the previous academic year from all postsecondary education institutions each July. This indicator will be reported at the end of the fourth quarter.

5. How is the indicator calculated? Is this a standard calculation?

The number of completers during the previous academic year at each institution is summed for an aggregate total. Students are only counted once per award level.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

This objective tracks the number of students earning a credential, not a sum of awards. The award must be recognized by the Regents (as appropriate for the institution level) and included in the institutions' Curriculum Inventory

7. Is the indicator an aggregate or disaggregate figure?

The Board of Regents will be reporting a single number of completers for the previous academic year. The institutions will be aggregated.

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

Each institution (either on its own or through its system office) submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds completers master file.

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

Regents will report all awards with no duplication.