

# **BOARD OF REGENTS**

*James Purcell*  
*Commissioner of Higher Education*

## ***STRATEGIC PLAN*** ***(2011-2015)***

*[AS REVISED]*

In compliance with Act 1465 of 1997

June, 2011

## **BOARD OF REGENTS' STRATEGIC PLAN (2011-2015)**

**Vision Statement:** To formulate, establish and provide statewide oversight for a comprehensive, well-balanced postsecondary education system designed to raise the educational attainment level and subsequent quality of life for all Louisiana citizens.

**Mission Statement:** To plan, coordinate and have budgetary responsibility for all public postsecondary education as constitutionally prescribed in a manner that is effective and efficient, quality driven, and responsive to the needs of citizens, business, industry, and government.

**Philosophy Statement:** To attain the mission of the Board of Regents through optimum 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: Increase Opportunities for Student Access and Success.**

**Objective I.1: Increase Fall 14<sup>th</sup> class day headcount enrollment in public postsecondary education by 4.4% from the baseline level of 220,381 in Fall, 2009 to 229,980 by Fall, 2014.**

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:** Improve one- and two-year services in each region of the state.

**Strategy I.1.2:** Promote electronic (distance) learning activities in each region of the state.

**Strategy I.1.3:** Promote transfers between and among campuses at all levels.

**Strategy I.1.4:** Ensure access to programs and services to citizens with disabilities.

**Strategy I.1.5:** Promote dual and cross enrollment agreements with public school districts and among postsecondary institutions.

**Strategy I.1.6:** Promote and expand college attendance by adult and nontraditional students.

### **Performance Indicators:**

Output: Number of students enrolled (as of the 14<sup>th</sup> class day) in public postsecondary education.

Outcome: Percent change in the number of students enrolled (as of the 14<sup>th</sup> class day) in public postsecondary education.

#### **II. Goal: Ensure Quality and Accountability.**

**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 2.2 percentage points**

**from the Fall, 2008 cohort (to Fall 2009) baseline level of 72.1% to 74.3% by Fall, 2014 (retention of Fall 2013 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](#) and LA GRAD Act.

**Strategy II.1.1:** Assess admissions criteria at four-year institutions to promote better student-to-institution match.

**Strategy II.1.2:** Expand system wide and campus-specific retention programming.

**Strategy II.1.3:** Expand availability of first-time student seminars and first-year experience courses.

**Strategy II.1.4:** Expand academic and training support and resource centers.

**Performance Indicators:**

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

**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 2.0 percentage points from the Fall, 2008 cohort (to Fall 2009) baseline level of 52.0% to 54.0% by Fall, 2014 (retention of Fall 2013 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](#) and LA GRAD Act.

**Strategy II.2.1:** Expand system wide and campus-specific retention programming.

**Strategy II.2.2:** Expand availability of first-time student seminars and first-year experience courses.

**Strategy II.2.3:** Expand academic and training support and resource centers.

**Performance Indicators:**

Output: Percentage of first-time, full-time, associate degree-seeking freshmen retained to the second year at the same institution.

Outcome: Percentage point change in the percentage of first-time, full-time, associate degree-seeking freshmen retained to the second year at the same institution.

**Objective II.3: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment by 1.8 percentage points from the Fall, 2009 cohort (to Spring AY 2009-10) baseline level of 66.0% to 67.8% by Spring, 2014 (retention of Fall 2013 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](#) and LA GRAD Act.

**Strategy II.3.1:** Expand system wide and campus-specific retention programming.

**Strategy II.3.2:** Expand availability of first-time student seminars and first-year experience courses.

**Strategy II.3.3:** Expand academic and training support and resource centers.

**Performance Indicators:**

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same Louisiana Technical College campus.

Outcome: Percentage point change in the percentage of first-time, degree-seeking freshmen retained to the second year at the same Louisiana Technical College campus.

**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 2.2 percentage points from the Fall, 2007 cohort (to Fall 2009) baseline level of 59.2% to 61.4% by Fall, 2014 (retention of Fall 2012 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](#) and LA GRAD Act.

**Strategy II.4.1:** Assess admissions criteria at four-year institutions to promote better student-to-institution match.

**Strategy II.4.2:** Expand system wide and campus-specific retention programming.

**Strategy II.4.3:** Expand availability of first-time student seminars and first-year experience courses.

**Strategy II.4.4:** Expand academic and training support and resource centers.

**Performance Indicators:**

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the third year at the same 4-year institution.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the third year at the same 4-year institution.

**Objective II.5: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (Fall 2002 cohort for 4-year institutions) of 38.0% to 42.6% by 2014-15 (Fall 2007 cohort). For 2-year institutions (Fall 2005 cohort) of 7.1% to 9.8% by 2014-15 (Fall 2010 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](#) and LA GRAD Act.

**Strategy II.5.1:** Assess admissions criteria at four-year institutions to promote better student-to-institution match.

**Strategy II.5.2:** Expand system wide and campus-specific retention programming.

**Strategy II.5.3:** Expand efforts to encourage transfer from two-year colleges to four-year universities.

**Performance Indicators:**

Output: Percentage of students identified in a first-time, full-time, degree-seeking cohort, graduating within three/six years from public postsecondary education.

Outcome: Number of students identified in a first-time, full-time, degree-seeking cohort, graduating within three/six years from public postsecondary education.

**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 30,505 in 2008-09 academic year to 31,278 in academic year 2013-14. Students may only be counted once per award level.**

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](#) and LA GRAD Act.

**Strategy II.6.1:** Assess admissions criteria at four-year institutions to promote better student-to-institution match.

**Strategy II.6.2:** Expand system wide and campus-specific retention programming.

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

**Strategy II.6.4:** Expand academic and training support and resource centers.

**Performance Indicators:**

Output: Total number of completers for all award levels.

Outcome: Percent change in the number of completers from the baseline year.

**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 have 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 the citizens in Louisiana who avail themselves of the numerous services provided by these 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:

1. The Administration

The current administration is very supportive of the Regents' goals and objectives. The support for postsecondary education in general has been laudable. 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

At present, Louisiana's economy is relatively stable and becoming more diverse. However, even though the state's economy is not as vulnerable to downturns as it was in past decades, postsecondary education's financial position will always be precarious as long as its funding is not guaranteed. An economic recession or depression would hit postsecondary education particularly hard, 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 affects on postsecondary education, 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: Increase Opportunities for Student Access and Success.**

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. LA GRAD Act

**II. Goal: Ensure Quality and Accountability.**

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 mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.

2. LA GRAD Act

**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' revised Master Plan, which was adopted by the Board of Regents in March 2001. The development of the Master Plan included multi-constituent task forces and study groups, the use of consultants, and public hearings.

**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 Fall 14<sup>th</sup> class day headcount enrollment in public postsecondary education by 4.4% from the baseline level of 220,381 in Fall, 2009 to 229,980 by Fall, 2014.**

**Indicator: (1) Number of students enrolled (as of the 14<sup>th</sup> class day) in public postsecondary education.**

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of 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 gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

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

The standard method practiced nationwide for reporting headcount enrollment is as of the 14<sup>th</sup> class day of the semester (9<sup>th</sup> class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

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

Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number)

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all enrolled students in the 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 real weaknesses. The reader must understand 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.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Board of Regents

**Objective: I.1. Increase Fall 14<sup>th</sup> class day headcount enrollment in public postsecondary education by 4.4% from the baseline level of 220,381 in Fall, 2009 to 229,980 by Fall, 2014.**

**Indicator: (2) Percent change in the number of students enrolled (as of the 14<sup>th</sup> class day) in public postsecondary education.**

1. What is the type of the indicator?  
Outcome

2. What is the rationale for the indicator?  
Recognition of 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, 2009 enrollment figures as the baseline year and measuring the change to the year being examined.

4. What is the frequency and timing of collection or reporting?  
The data are gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

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 fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number)

7. Is the indicator an aggregate or disaggregate figure?  
This indicator is the aggregate of all enrolled students in the 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 real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment, and 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 2.2 percentage points from the Fall, 2008 cohort (to Fall 2009) baseline level of 72.1% to 74.3% by Fall, 2014 (retention of Fall 2013 cohort).**

**Indicator: the 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?  
Recognition of 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 gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
5. How is the indicator calculated? Is this a standard calculation?  
For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following Fall.
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 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 real weaknesses. The reader must understand 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. The importance of retaining students 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 2.2 percentage points from the Fall, 2008 cohort (to Fall 2009) baseline level of 72.1% to 74.3% by Fall, 2014 (retention of Fall 2013 cohort).**

**Indicator: the 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.**

1. What is the type of the indicator?  
 Output
2. What is the rationale for the indicator?  
 Recognition of 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 gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
5. How is the indicator calculated? Is this a standard calculation?  
 For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following Fall.
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 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 real weaknesses. The reader must understand 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. The importance of retaining students 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 2.0 percentage points from the Fall, 2008 cohort (to Fall 2009) baseline level of 52.0% to 54.0% by Fall, 2014 (retention of Fall 2013 cohort).**

**Indicator: 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.**

1. What is the type of the indicator?  
Output
2. What is the rationale for the indicator?  
Recognition of 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 gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
5. How is the indicator calculated? Is this a standard calculation?  
For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following Fall.
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 real weaknesses. The reader must understand 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. The importance of retaining students 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 2.0 percentage points from the Fall, 2008 cohort (to Fall 2009) baseline level of 52.0% to 54.0% by Fall, 2014 (retention of Fall 2013 cohort).**

**Indicator: the 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.**

1. What is the type of the indicator?  
 Output
2. What is the rationale for the indicator?  
 Recognition of 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 gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
5. How is the indicator calculated? Is this a standard calculation?  
 For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following Fall.
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 real weaknesses. The reader must understand 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. The importance of retaining students 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, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment by 1.8 percentage points from the Fall, 2009 cohort (to Spring AY 2009-10) baseline level of 66.0% to 67.8% by Spring, 2014 (retention of Fall 2013 cohort).**

**Indicator: the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.**

1. What is the type of the indicator?  
Output
2. What is the rationale for the indicator?  
Recognition of 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 gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall and Spring data will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
5. How is the indicator calculated? Is this a standard calculation?  
For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following spring.
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 at the same campus of Louisiana Technical College 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 real weaknesses. The reader must understand 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. The importance of retaining students 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, degree-seeking students retained to the fsemester at the same Louisiana Technical College campus of initial enrollment by 1.8 percentage points from the Fall, 2009 cohort (to Spring AY 2009-10) baseline level of 66.0% to 67.8% by Spring, 2014 (retention of Fall 2013 cohort).**

**Indicator: the percentage point change of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same Louisiana Technical College campus of initial enrollment.**

1. What is the type of the indicator?  
Output
2. What is the rationale for the indicator?  
Recognition of 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 gathered two times annually, at the end of the Fall, and Spring semesters. For this indicator, Fall and Spring data will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
5. How is the indicator calculated? Is this a standard calculation?  
For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following Spring.
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 at the same campus of Louisiana Technical College 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 real weaknesses. The reader must understand 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. The importance of retaining students 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 2.2 percentage points from the Fall, 2007 cohort (to Fall 2009) baseline level of 59.2% to 61.4% by Fall, 2014 (retention of Fall 2012 cohort).**

**Indicator: 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.**

1. What is the type of the indicator?  
Output
2. What is the rationale for the indicator?  
Recognition of 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 gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
5. How is the indicator calculated? Is this a standard calculation?  
For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the third following Fall.
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 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 real weaknesses. The reader must understand 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. The importance of retaining students 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 2.2 percentage points from the Fall, 2007 cohort (to Fall 2009) baseline level of 59.2% to 61.4% by Fall, 2014 (retention of Fall 2012 cohort).**

**Indicator: the 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.**

1. What is the type of the indicator?  
Output
2. What is the rationale for the indicator?  
Recognition of 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 gathered two times annually, at the end of the Fall and Spring semesters. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
5. How is the indicator calculated? Is this a standard calculation?  
For purposes of the Board of Regents' Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the third following Fall.
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 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 real weaknesses. The reader must understand 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. The importance of retaining students 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 graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (Fall 2002 cohort for 4-year institutions) of 38.0% to 42.6% by 2014-15 (Fall 2007 cohort). For 2-year institutions (Fall 2005 cohort) of 7.1% to 9.8% by 2014-15 (Fall 2010 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. 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 source of the data is the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS].
4. What is the frequency and timing of collection or reporting?  
 The student cohort data includes those students who entered a four-year institution six years earlier (three years for community colleges) and reflects how many and what percentage graduated from the original institution.
5. How is the indicator calculated? Is this a standard calculation?  
 It is a straightforward calculation. You report the number from an entering cohort who graduated within three/six years from the same institutions. The number of graduates divided by the original cohort generates a graduation rate.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.  
 N/A
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. All institutions will be aggregated.
8. Who is responsible for data collection, analysis, and quality?  
 The National Center for Education Statistics [NCES].

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?

N/A

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.5: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (Fall 2002 cohort for 4-year institutions) of 38.0% to 42.6% by 2014-15 (Fall 2007 cohort). For 2-year institutions (Fall 2005 cohort) of 7.1% to 9.8% by 2014-15 (Fall 2010 cohort).**

**Indicator: Number 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. 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 source of the data is the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS].

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

The student cohort data includes those students who entered a four-year institution six years earlier (three years for community colleges) and reflects how many and what percentage graduated from the original institution.

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

It is a straightforward calculation. You report the number from an entering cohort who graduated within three/six years from the same institutions.

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

N/A

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. The institutions will be aggregated.

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

The National Center for Education Statistics [NCES].

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?

N/A

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 30,505 in 2008-09 academic year to 31,278 in academic year 2013-14. Students may only be counted once per award level.**

**Indicator: 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.

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

The Board of Regents collects data on completers each July for the previous academic year.

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

It is a straightforward calculation. You report the number of awards conferred during the previous academic year.

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

N/A

7. Is the indicator an aggregate or disaggregate figure?

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

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

The Board of Regents.

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?

According to LA GRAD Act, the 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 graduating. Additional campus resources must be allocated to programs that target increased graduates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased graduates.

## 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 30,505 in 2008-09 academic year to 31,278 in academic year 2013-14. Students may only be counted once per award level.**

**Indicator: Percentage change in the 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.
4. What is the frequency and timing of collection or reporting?  
 The Board of Regents collects data on completers each July for the previous academic year.
5. How is the indicator calculated? Is this a standard calculation?  
 It is a straightforward calculation. You report the number of awards conferred during the previous academic year.
6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.  
 N/A
7. Is the indicator an aggregate or disaggregate figure?  
 The Board of Regents will be reporting a single number of awards for the previous academic year. The institutions will be aggregated.
8. Who is responsible for data collection, analysis, and quality?  
 The Board of Regents.
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?  
 According to LA GRAD Act, the 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 graduating. Additional campus resources must be allocated to programs that target increased graduates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased graduates.