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AGENDA
PLANNING, RESEARCH AND PERFORMANCE COMMITTEE MEETING
Wednesday, June 26, 2013
9:00 a.m.
Louisiana Purchase Room • Claiborne Building • Baton Rouge, Louisiana

- I. Call to Order
- II. Roll Call
- III. Consent Agenda
 - A. R.S. 17:1808 (Licensure)
 1. Initial License
 - a. Simmons College
 - b. University of South Florida
 2. License Renewal
 - a. Lamar University
- IV. Board of Regents' Five-Year Strategic Plan, 2014 - 2018
- V. GRAD Act Annual Review
- VI. Other Business
- VII. Adjournment

Committee Members: Joseph Wiley, Chair; Robert Levy, Vice Chair; Mark Abraham, Joel Dupré, Pamela Egan, Joseph Farr, William Fenstermaker, Richard Lipsey, Roy Martin III

Agenda Item III.A.1.a.

Simmons College Boston, Massachusetts

BACKGROUND

Simmons College (Simmons) is not incorporated in the state of Louisiana. The institution opened in 1899 as a private liberal arts college for women in the Fenway area of downtown Boston. The institution is coeducational in its selective graduate programs. The small selective liberal arts college is seeking its initial license in Louisiana. Simmons is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

ACADEMIC PROGRAM

Simmons offers a wide variety of undergraduate programs and selected graduate programs. The university is applying to offer one graduate program online, a Master of Science in Nursing. The nursing program is accredited by the National League for Nursing.

FACULTY

Simmons employs four faculty to support its online Master's programs in nursing, all trained at the doctoral level and employed on a full-time basis.

FACILITIES

Simmons' Master's program in nursing will be offered online with clinical experiences held in a variety of settings.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and academic program's accreditation, and the general oversight by the home campus, the senior staff recommends that the Board of Regents issue an initial operating license to Simmons College, located in Boston, Massachusetts.

Agenda Item III.A.1.b.

University of South Florida Tampa, Florida

BACKGROUND

The University of South Florida (USF) is not incorporated in the state of Louisiana. The institution, founded in 1956, is a publically-supported metropolitan doctoral research university in Tampa, Florida, and is seeking its initial license. USF is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

ACADEMIC PROGRAM

As a publically-supported doctoral research university, USF offers sixty online degree programs at the undergraduate and graduate levels. Since a number of its online programs require clinical experiences, USF is subject to Louisiana licensure.

FACULTY

USF employs 153 faculty to support its online programs. Of the 153 faculty, 137 (90%) are trained at the doctoral level with the remaining 16 trained at the masters/specialist levels.

FACILITIES

USF offers a number of undergraduate and graduate programs online. Those programs that require clinical internships/clinicals can be undertaken in a variety of settings.

STAFF RECOMMENDATION

Given the credentials of its faculty, the institution's and programs' accreditation, and the general oversight by the home campus in Tampa, the senior staff recommends that the Board of Regents issue an initial operating license to the University of South Florida, located in Tampa, Florida.

Agenda Item III.A.2.a.

Lamar University Beaumont, Texas

BACKGROUND

Lamar University is not incorporated in the state of Louisiana. The university is a publicly-supported institution in the state of Texas and first registered with the Board of Regents in 2009. Established in 1923, the institution is headquartered in Beaumont, Texas and is accredited by the Commission on Colleges of the Southern Association for Colleges and Schools.

ACADEMIC PROGRAM

Lamar University offers 26 online undergraduate and graduate programs to Louisiana residents. Since twelve of the programs require some form of supervised internship/clinical experience, the institution must seek licensure.

FACULTY

Lamar employs 88 full-time faculty and 28 part-time faculty to support the 12 programs. Eighty-three of the 116 faculty are trained at the doctoral level with the remaining 33 trained at the masters level.

FACILITIES

Since the programs are offered online, there is no need for physical facilities. However, those programs which require internship experiences utilize local school systems and campuses, and healthcare facilities, as appropriate.

STAFF RECOMMENDATION

Given the credentials of its faculty, the university's campus and program accreditation, the general oversight by the home campus, and the online nature of the programs offered, the senior staff recommends that the Board of Regents approve the request for license renewal from Lamar University, located in Beaumont, Texas.

Agenda Item IV.

Executive Summary

Act 1465 of 1997 requires all state agencies to file five-year strategic plans and annual operational plans with the Division of Administration as part of the budget process. In June, 2010, the Board of Regents approved a revised 5-year Strategic Plan. However, with the enactment of the LA GRAD Act, the Division of Administration requested that postsecondary education revise its strategic plans to better align with the Act's performance measures.

The Board of Regents' Strategic Plan (2011-2015) was revised in June 2011 to reflect the performance measures included in LA GRAD Act. These measures include total enrollment, fall-to-spring retention at Louisiana Technical Colleges, first-to-second year retention at two- and four-year institutions, first-to-third year retention at four-year institutions, same institution graduation rates, and increased completers.

Title 39 of the Louisiana Revised Statutes requires that department/agency five-year strategic plans be revised and updated at least every three years. Revised five-year strategic plans are due on July 1, 2013, and cover FY 2014-2015 through FY 2018-2019. The draft plan (attached), to the extent possible, represents a rollup of the four system plans which reflect the performance measures included in LA GRAD Act.

The senior staff recommends Committee approval of the Board of Regents' Strategic Plan (2014/15 – 2018/19) as required by Act 1465 of 1997.

BOARD OF REGENTS

*James Purcell
Commissioner of Higher Education*

REVISED STRATEGIC PLAN FY 2014-15 THROUGH FY 2018-19

In compliance with Act 1465 of 1997

June, 2013

BOARD OF REGENTS' UPDATED STRATEGIC PLAN (FY 2014-15 through FY 2018-19)

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 14th class day headcount enrollment in public postsecondary education by 3.7% from the baseline level of 221,831 in fall 2012 to 229,980 by fall 2018.

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 14th class day) in public postsecondary education.

Outcome: Percent change in the number of students enrolled (as of the 14th 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 2.3 percentage points

from the fall 2011 cohort (to fall 2012) baseline level of 72.7% to 75.0% by fall 2018 (retention of fall 2017 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.

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 2.2 percentage points from the fall 2011 cohort (to fall 2012) baseline level of 48.8% to 51.0% by fall 2018 (retention of fall 2017 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 from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 2.4 percentage points from the fall 2011 cohort (to spring AY 2011-12) baseline level of 70.6% to 73.0% by spring 2018 (retention of fall 2017 cohort to spring AY 2018-19).

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 from the fall to the spring semester at the same Louisiana Technical College 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 Louisiana Technical College 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 2.1 percentage points from the fall 2010 cohort (to fall 2012) baseline level of 60.4% to 62.5% by fall 2018 (retention of 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 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 2004 cohort for 4-year institutions) of 38.2% to 40.0% by 2018-19 (fall 2013 cohort). For 2-year institutions (fall 2007 cohort) of 15.6% to 19.5% by 2018-19 (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 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 39,300 in 2011-12 academic year to 41,000 in academic year 2018-19. 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 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:

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: 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' Master Plan. In addition, in 2011, this five-year strategic plan was aligned with the goals and objectives of the six-year LA GRAD Act performance agreements, which exist between the Board of Regents and each public postsecondary institution.

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 14th class day headcount enrollment in public postsecondary education by 3.7% from the baseline level of 221,831 in fall 2012 to 229,980 by fall 2018.

Indicator: (1) Number of students enrolled (as of the 14th class day) 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 25 years.

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

The data are submitted by the colleges twice annually, at the end of the fall and spring 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 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 14th class day of the semester (9th class day for quarter system). 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 fulltime 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Board of Regents

Objective: I.1. Increase fall 14th class day headcount enrollment in public postsecondary education by 3.7% from the baseline level of 221,831 in fall 2012 to 229,980 by fall 2018.

Indicator: (2) Percent change in the number of students enrolled (as of the 14th class day) 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 25 years. The change will be calculated using fall 2009 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 twice annually, at the end of the fall and spring 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 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 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 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 2.3 percentage points from the fall 2011 cohort (retained to fall 2012) baseline level of 72.7% to 75.0% by fall 2018 (retention of fall 2017 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?
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 25 years.
4. What is the frequency and timing of collection or reporting?
The data are submitted by the colleges twice annually, at the end of the fall and spring 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 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 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 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. 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 2.3 percentage points from the fall 2011 cohort (to fall 2012) baseline level of 72.7% to 75.0% by fall 2018 (retention of fall 2017 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?

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 25 years.

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

The data are submitted by the colleges twice annually, at the end of the fall and spring 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 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 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 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. 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 2.2 percentage points from the fall 2011 cohort (to fall 2012) baseline level of 48.8% to 51.0% by fall 2018 (retention of fall 2017 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?
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 25 years.
4. What is the frequency and timing of collection or reporting?
The data are submitted by the colleges twice annually, at the end of the fall and spring 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 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 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 2.2 percentage points from the fall 2011 cohort (to fall 2012) baseline level of 48.8% to 51.0% by fall 2018 (retention of fall 2017 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?

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 25 years.

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

The data are submitted by the colleges twice annually, at the end of the fall and spring 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 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 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, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment by 2.4 percentage points from the fall 2011 cohort (to spring AY 2011-12) baseline level of 70.6% to 73.0% by spring 2018 (retention of fall 2017 cohort to spring AY 2018-19).

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?
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 25 years.
4. What is the frequency and timing of collection or reporting?
The data are submitted by the colleges twice annually, at the end of the fall and spring 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, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment by 2.4 percentage points from the fall 2011 cohort (to spring AY 2011-12) baseline level of 70.6% to 73.0% by spring 2018 (retention of fall 2017 cohort to spring AY 2018-19).

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?

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 25 years.

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

The data are submitted by the colleges twice annually, at the end of the fall and spring 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.

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 2.1 percentage points from the fall 2010 cohort (to fall 2012) baseline level of 60.4% to 62.5% by fall 2018 (retention of fall 2016 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?
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 25 years.

4. What is the frequency and timing of collection or reporting?
The data are submitted by the colleges twice annually, at the end of the fall and spring 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 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 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.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 2.1 percentage points from the fall 2010 cohort (to fall 2012) baseline level of 60.4% to 62.5% by fall 2018 (retention of fall 2016 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?
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 25 years.

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

The data are submitted by the colleges twice annually, at the end of the fall and spring 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 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 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 graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (fall 2004 cohort for 4-year institutions) of 38.2% to 40.0% by 2018-19 (fall 2013 cohort). For 2-year institutions (fall 2007 cohort) of 15.6% to 19.5% by 2018-19 (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 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?
This indicator will be reported at the end of the fourth quarter.
5. How is the indicator calculated? Is this a standard calculation?
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 within six years (for four-year institutions) or three years (for community colleges). 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.
No.
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?
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?
No.
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 2004 cohort for 4-year institutions) of 38.2% to 40.0% by 2018-19 (fall 2013 cohort). For 2-year institutions (fall 2007 cohort) of 15.6% to 19.5% by 2018-19 (fall 2016 cohort).

Indicator: Number of students graduating within three/six years from public postsecondary education.

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 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?

This indicator will be reported at the end of the fourth quarter.

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

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 within six years (for four-year institutions) or three years (for community colleges). 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.

No.

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 graduation rates for 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?

No.

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 39,300 in 2011-12 academic year to 41,000 in academic year 2018-19. 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. This data system has been in existence for over 25 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 first 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.
No.
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?
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 39,300 in 2011-12 academic year to 41,000 in academic year 2018-19. 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?
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 25 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 first 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.

No.

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?

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.

Agenda Item V.

Executive Summary

The LA GRAD Act requires that the Board of Regents annually monitor and report to the legislature and the governor on each participating institution's progress in meeting the performance objectives of the Act. The annual review designation will determine the institution's status in regards to tuition authority and operational autonomies. The Board of Regents' staff assigned preliminary designations the last week of May and has been working with select campuses to finalize the LA GRAD Act scores. A brief presentation and staff recommendations on institutions' progress and status for 2013-14 will be made to the Planning, Research and Performance Committee for action at its June meeting.