UNIVERSITY OF LOUISIANA AT MONROE

FIVE-YEAR STRATEGIC PLAN

FY 2023-2024 through FY 2027-2028

July 1, 2022

Strategic Plan FY 2023-2024 through FY 2027-2028

Vision Statement:

ULM will change lives by bringing true equality, inclusiveness, and opportunity for all individuals in our region and beyond.

Mission Statement:

The University of Louisiana Monroe prepares individuals from northeast Louisiana and beyond to compete, succeed, and contribute in an ever-changing global society through a transformative education while positively impacting society through research and service.

Goals and Objectives

Goal I: To Increase Opportunities for Student Access

Objective I.1: Increase the fall headcount enrollment by 14.6% from the baseline level of 8,726 in Fall 2021 to 10,000 by Fall 2026.

Strategy I.1.1: Improve accessibility and affordability of college for students across the region.

Strategy I.1.2: Recruit, admit, and enroll a diverse student body that is prepared for college study and representative of the racial/ethnic, gender, and social class of the region.

Strategy I.1.3: Increase retention of continuing students to support timely progression to graduation.

Strategy I.1.4: Improve programs or initiatives to retain and graduate students from underserved and/or marginalized populations.

Performance Indicators:

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

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

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 5.8 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 69.2% to 75.0% by fall 2026 (retention of fall 2025 cohort).

Strategy II.1.1: Develop and execute a comprehensive strategic retention plan that supports timely progression to graduation for all students.

Strategy II.1.2: Advance and enhance academic advising through the University Advising Committee, while equipping and recognizing the advising process.

Strategy II.1.3: Improve programs or initiatives to retain and graduate students from underserved and/or marginalized populations.

Strategy II.1.4: Provide academic and co-curricular services and programs to help students develop personally and professionally.

Performance Indicators:

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

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

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 5.1 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 60.90% to 66% by fall 2026 (retention of fall 2024 cohort).

Strategy II.2.1: Develop and execute a comprehensive strategic retention plan that supports timely progression to graduation for all students.

Strategy II.2.2: Advance and enhance academic advising through the University Advising Committee, while equipping and recognizing the advising process.

Strategy II.2.3: Improve programs or initiatives to retain and graduate students from underserved and/or marginalized populations.

Strategy II.2.4: Provide academic and co-curricular services and programs to help students develop personally and professionally.

Performance Indicators:

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

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

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time" at any public post-secondary institution within the state) from the baseline rate from Fall 2014 cohort baseline level of 58.7% to 61.0% by AY 2025-26.

Strategy II.3.1: Develop and execute a comprehensive strategic retention plan that supports timely progression to graduation for all students.

Strategy II.3.2: Advance and enhance academic advising through the University Advising Committee, while equipping and recognizing the advising process.

Strategy II.3.3: Improve programs or initiatives to retain and graduate students from underserved and/or marginalized populations.

Strategy II.3.4: Provide academic and co-curricular services and programs to help students develop personally and professionally.

Performance Indicators:

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

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

Source: Board of Regents Statewide Graduation Rate

Goal II: To Increase Opportunities for Student Success

Objective II.4: Increase the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 1,200 in 2020-21 to 1,235 in AY 2025-26. Students may only by counted once per award level.

Strategy II.4.1: Develop and execute a comprehensive strategic retention plan that supports timely progression to graduation for all students.

Strategy II.4.2: Advance and enhance academic advising through the University Advising Committee, while equipping and recognizing the advising process.

Strategy II.4.3: Improve programs or initiatives to retain and graduate students from underserved and/or marginalized populations.

Strategy II.4.4: Provide academic and co-curricular services and programs to help students develop personally and professionally.

Performance Indicators:

Output: Number of completers at baccalaureate degree level

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System

Goal II: To Increase Opportunities for Student Success

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 598 in AY 2020-21 to 650 in AY 2025-26. Students may only be counted once per award level.

Strategy II.5.1: Develop and execute a comprehensive strategic retention plan that supports timely progression to graduation for all students.

Strategy II.5.2: Advance and enhance academic advising through the University Advising Committee, while equipping and recognizing the advising process.

Strategy II.5.3: Improve programs or initiatives to retain and graduate students from underserved and/or marginalized populations.

Strategy II.5.4: Provide academic and co-curricular services and programs to help students develop personally and professionally.

Performance Indicators:

Output: Number of completers at graduate degree level

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System

Goal II: To Increase Opportunities for Student Success

Objective II.6: Maintain the total number of Undergraduate (adult 25+ years) completers in a given academic year from the baseline year number of 367 in 2020-21 to 367 in AY 2025-26.

Strategy II.6.1: Develop and execute a comprehensive strategic retention plan that supports timely progression to graduation for all students.

Strategy II.6.2: Advance and enhance academic advising through the University Advising Committee, while equipping and recognizing the advising process.

Strategy II.6.3: Improve programs or initiatives to retain and graduate students from underserved and/or marginalized populations.

Strategy II.6.4: Provide academic and co-curricular services and programs to help students develop personally and professionally.

Performance Indicators:

Output: Number of Undergraduate completers over the age of 25

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System

Goal II: To Increase Opportunities for Student Success

Objective II.7: Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 458 in AY 2020-21 to 460 in AY 2025-26.

Strategy II.7.1: Develop and execute a comprehensive strategic retention plan that supports timely progression to graduation for all students.

Strategy II.7.2: Advance and enhance academic advising through the University Advising Committee, while equipping and recognizing the advising process.

Strategy II.7.3: Improve programs or initiatives to retain and graduate students from underserved and/or marginalized populations.

Strategy II.7.4: Provide academic and co-curricular services and programs to help students develop personally and professionally.

Performance Indicators:

Output: Number of underrepresented minority completers

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System

STRATEGIC PLANNING CHECKLIST

Planning Process

(Y) General description of process implementation included in plan process documentation
(N) Consultant used
(Y) Department/agency explanation of how duplication of program operations will be avoided included in plan process documentation
(Y) Incorporated statewide strategic initiatives
(Y) Incorporated organization internal workforce plans and information technology plans

Analysis Tools Used

(Y) SWOT analysis
(Y) Cost/benefit analysis
(N) Financial audit(s)
(Y) Performance audit(s)
(Y) Program evaluation(s)
(N) Benchmarking for best management practices
(Y) Benchmarking for best measurement practices
(Y) Stakeholder or customer surveys
(N) Undersecretary management report (Act 160 Report) used
(Y) Other analysis or evaluation tools used

Stakeholders (Customers, Compliers, Expectation Groups, Others) identified

(Y) Involved in planning process
(N) Discussion of stakeholders included in plan process documentation

Authorization for goals

(Y) Authorization exists
(N) Authorization needed
(N) Authorization included in plan process documentation

External Operating Environment

(Y) Factors identified and assessed

(Y) Description of how external factors may affect plan included in plan process documentation

Formulation of Objectives

(Y) Variables (target group; program & policy variables; and external variables) assessed
(Y) Objectives are SMART

Building Strategies

(Y) Organizational capacity analyzed
(Y) Needed organizational structural or procedural changes identified
(N) Resource needs identified
(Y) Strategies developed to implement needed changes or address resource needs
(Y) Action plans developed; timelines confirmed; and responsibilities assigned

Building in Accountability

(Y) Balanced sets of performance indicators developed for each objective
(Y) Documentation Sheets completed for each performance indicator
(Y) Internal accountability process or system implemented to measure progress
(Y) Data preservation and maintenance plan developed and implemented

Fiscal Impact of Plan

(Y) Impact on operating budget
(N) Impact on capital outlay budget
(N) Means of finance identified for budget change
(Y) Return on investment determined to be favorable

Appendix A

Process Documentation

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

The principal beneficiaries of the University's programs are the more than 8,000 students enrolled in university courses and degree programs. These students come principally from Ouachita Parish and the surrounding parishes of North Louisiana. Secondary beneficiaries are the citizens of the parishes and the state of Louisiana who benefit from the University's programs, facilities, and the $350 million per year economic impact. The specific services or benefits derived by the students and citizens will be the opportunities for high-quality postsecondary education. The ultimate benefit to the community and prospective employers will be a better-educated and trained citizenry.

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

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

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

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

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

The Board of Regents is required by the state Constitution to develop and make timely revision of a master plan for higher education. The goals and objectives in this five-year strategic plan were derived from the Regents' revised Master Plan.

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

All goals, all objectives: Students, parents, faculty, employers, and the citizenry of the state.

VI. An explanation of how duplication of effort will be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy.

For the purposes of Act 1465 of 1997, the Board of Supervisors is a single program. Duplication of effort of more than one program is therefore not applicable.

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

See Performance Indicator Documentation attached for each performance indicator.

VIII. A description of how each performance indicator is used in management decision making and other agency processes.

See Performance Indicator Documentation attached for each performance indicator.

Appendix B

Performance Indicator Documentation

Program: University of Louisiana at Monroe

Objective I.1: Increase the fall headcount enrollment from the baseline level of 8,726 in Fall 2021 to 10,000 by Fall 2026.

Indicator 1: Number of students enrolled (full term)

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

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

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

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

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

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

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

This indicator is the aggregate of all enrolled students at the University of Louisiana at Monroe.

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

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

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

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

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

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

Program: University of Louisiana at Monroe

Objective I.1: Increase the fall headcount enrollment from the baseline level of 8,726 in Fall 2021 to 10,000 by Fall 2026.

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

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

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

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

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

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

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

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all enrolled students at the University of Louisiana at Monroe.

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

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

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

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

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

Program: University of Louisiana at Monroe

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 5.8 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 69.2% to 75.0% by fall 2026 (retention of fall 2025 cohort).

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

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

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

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

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

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

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

7. Is the indicator an aggregate or disaggregate figure?

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

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

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

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

No weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 5.8 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 69.2% to 75.0% by fall 2026 (retention of fall 2025 cohort).

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

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

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

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

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

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

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

7. Is the indicator an aggregate or disaggregate figure?

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

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

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

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

No weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 5.1 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 60.9% to 66% by fall 2026 (retention of fall 2024 cohort).

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

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

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

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

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

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

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

7. Is the indicator an aggregate or disaggregate figure?

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

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

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

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

No weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 5.1 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 60.9% to 66% by fall 2026 (retention of fall 2024 cohort).

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

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

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

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

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

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

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

7. Is the indicator an aggregate or disaggregate figure?

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

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

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

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

No weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time" at any public post-secondary institution within the state) from the baseline rate from Fall 2014 cohort baseline level of 58.7% to 61.0% by AY 2025-26.

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

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

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

3. What is the source of the indicator? How reliable is the source?
Data will be retrieved from the Board of Regents' Board of Regents Statewide Graduation Rate. This system for collecting institutional graduation rate information has been in existence for over a decade and is considered reliable.

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

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

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

7. Is the indicator an aggregate or disaggregate figure?

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

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

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

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

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

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

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

Program: University of Louisiana at Monroe

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time" at any public post-secondary institution within the state) from the baseline rate from Fall 2014 cohort baseline level of 58.7% to 61.0% by AY 2025-26.

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

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

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

3. What is the source of the indicator? How reliable is the source?
Data will be retrieved from the Board of Regents' Board of Regents Statewide Graduation Rate. This system for collecting institutional graduation rate information has been in existence for over a decade and is considered reliable.

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

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

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

7. Is the indicator an aggregate or disaggregate figure?

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

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

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

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

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

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

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

Program: University of Louisiana at Monroe

Objective II.4: Increase the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 1,200 in 2020-21 to 1,235 in AY 2025-26. Students may only by counted once per award level.

Indicator 1: Number of completers at baccalaureate degree level

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

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

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

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2014-2015.

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

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

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

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

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

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

There are no limitations or weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.4: Increase the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 1,200 in 2020-21 to 1,235 in AY 2025-26. Students may only by counted once per award level.

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

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

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

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

4. What is the frequency and timing of collection or reporting?
The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2020-2021.

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

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

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

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

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

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

There are no limitations or weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 598 in AY 2020-21 to 650 in AY 2025-26. Students may only be counted once per award level.

Indicator 1: Number of completers at graduate degree level

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

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

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

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2020-2021.

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

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

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

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

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

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

There are no limitations or weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 598 in AY 2020-21 to 650 in AY 2025-26. Students may only be counted once per award level.

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

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

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

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

4. What is the frequency and timing of collection or reporting?
The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is The baseline is AY 2020-2021.

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

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

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

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

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

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

There are no limitations or weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.6: Maintain the total number of Undergraduate (adult 25+ years) completers in a given academic year from the baseline year number of 367 in 2020-21 to 367 in AY 2025-26.

Indicator 1: Number of completers at graduate degree level

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

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

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

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2020-2021.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all over 25 year old undergraduate degree completers at an institution within a given academic year.

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

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

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

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

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

There are no limitations or weaknesses.

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

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

Program: University of Louisiana at Monroe

Objective II.6: Maintain the total number of Undergraduate (adult 25+ years) completers in a given academic year from the baseline year number of 367 in 2020-21 to 367 in AY 2025-26.

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

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

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

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

4. **What is the frequency and timing of collection or reporting?**
   The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2020-2021.

5. **How is the indicator calculated? Is this a standard calculation?**
   The indicator is the sum of all over 25 year old undergraduate degree completers at an institution within a given academic year.

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

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

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There are no limitations or weaknesses.

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

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Program: University of Louisiana at Monroe

Objective II.7: Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 458 in AY 2020-21 to 460 in AY 2025-26.

Indicator 1: Number of completers at graduate degree level

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

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

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

4. What is the frequency and timing of collection or reporting?
The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2020-2021.

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

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

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

There are no limitations or weaknesses.

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

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Program: University of Louisiana at Monroe

Objective II.7: Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, non-residents & unknown/not reported) completers in a given academic year from the baseline year number of 458 in AY 2020-21 to 460 in AY 2025-26.

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

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

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

3. What is the source of the indicator? How reliable is the source?
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5. How is the indicator calculated? Is this a standard calculation?
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There are no limitations or weaknesses.

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

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