Southeastern Louisiana University

FIVE-YEAR STRATEGIC PLAN

FY 2026-2027 through FY 2030-2031

July 1, 2025

Southeastern Louisiana University
THE UNIVERSITY OF LOUISIANA SYSTEM

Strategic Plan FY 2026-2027 through FY 2030-2031

Vision Statement: Vision 2025, Southeastern's strategic plan, supports the University's Role, Mission, and Scope Statement. Developed by the University's Planning Council, the strategic plan is regularly tracked, measured, and assessed. The six strategic priorities, vision statements, and strategies include:

Strategic Priority 1. To engage a diverse population of undergraduate and graduate learners with powerful experiences.
1.1 The University will expand an aggressive and effective recruiting program that attracts and enrolls highly qualified and diverse students.
1.2 The University will provide relevant curricula, emphasizing scholarship and an innovative, engaging pedagogy that creates an intellectually stimulating environment.
1.3 The University will pursue non-traditional markets and non-traditional delivery methods.
1.4 The University will provide programs, services, resources and infrastructure that maximize student success.
1.5 The University will create an academic environment supported by well-qualified and diverse faculty and staff.
1.6 The University will create an environment that promotes accessibility and safety, and supports understanding and acceptance of individual differences.
1.7 The University will offer a broad array of non-degree, mission-appropriate activities that meet the needs of the region.

Strategic Priority 2. To enrich and strengthen faculty and staff support and morale.
2.1 The University will provide programs, services, resources and infrastructure that support professional development.
2.2 The University will recognize and reward efforts to recruit, support and engage students.
2.3 The University will enhance collaborative university governance.
2.4 The University will promote open and interactive communication.

Strategic Priority 3. To increase and manage resources effectively.
3.1 The University will increase the number of external relationships and explore various opportunities for private philanthropic support.
3.2 The University will pursue new markets and funding sources.
3.3 The University will expand sustainability efforts as a means of reducing costs and enhancing educational opportunities.

Strategic Priority 4. To advance Southeastern's brand, strengths and value to all audiences.

4.1 The University will engage in ongoing assessment and validation of its brand identity.

4.2 The University will enhance efforts to gather narratives from the campus community to better illuminate Southeastern's brand.

4.3 The University will evolve and expand its digital presence.

4.4 The University will develop and launch brand advertising to targeted audiences and markets.

4.5 The University will ensure consistency among all external and internal marketing and communications.

4.6 The University will use innovative relationship building to enhance stakeholders' engagement.

Strategic Priority 5. To expand Southeastern's distance education offerings in response to student and programmatic needs.

5.1 The University will promote and market distance education offerings.

5.2 The University will increase access to and participation in distance education.

5.3 The University will establish a comprehensive centralized center to support distance delivery.

5.4 The University will implement focused strategies to strengthen the foundation for quality distance education.

5.5 The University will increase distance learning programs for working adults.

Strategic Priority 6. To foster a physical environment and efficiently allocate space in a way that directly affects higher rates of recruitment and retention of students, faculty, and staff.

6.1 The University will enhance the appearance and usability of campus.

6.2 The University will expand and/or upgrade access to technology.

6.3 The University will develop and implement a strategy for optimizing use of facilities.

Mission Statement: The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana.

Philosophy Statement: Core Values are the underpinning of a university's culture and character, and serve as the foundation on which everything else is built. Southeastern Louisiana University's core values of Excellence and Caring reflect who we are and what you can expect from us.

EXCELLENCE:

Continually striving for the highest level of achievement; overcoming challenges with reflection, improvement, innovation and reinvention.

CARING:

Serving the needs of others with respect, understanding and compassion; affirming the differences among individuals, values and ideas.

Goals and Objectives:

Goal I: To Increase Opportunities for Student Access

Objective I.1: Maintain the fall headcount enrollment from the baseline level of 14,453 in fall 2024 at approximately 14,450 by fall 2029.

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

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

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

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

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

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

Performance Indicators:

Output: Number of students enrolled (full term) at Southeastern Louisiana University

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

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 0.3 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 70.7% to 71.0% by fall 2029 (retention of fall 2028 cohort).

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

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

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

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

Performance Indicators:

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

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

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 0.5 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 63.8% to 64.3% by fall 2029 (retention of fall 2027 cohort).

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

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

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

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

Performance Indicators:

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

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

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.3: Increase the institutional <u>statewide</u> graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2017 cohort for all institutions) of 47.2% to 47.7% by AY2028-2029 (fall 2022 cohort).

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

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

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

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

Performance Indicators:

<u>Output:</u>   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.

<u>Outcome:</u>   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: Maintain the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 1,708 in 2023-24 to 1,708 in AY 2028-29. Students may only be counted once per award level.

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

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

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

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

Performance Indicators:

Output: Number of completers at the baccalaureate degree level

Outcome: Change from baseline

Source: Board of Regents Completers System

Goal II: To Increase Opportunities for Student Success

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 376 in 2023-24 to 417 in AY 2028-29. Students may only be counted once per award level.

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

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

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

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

Performance Indicators:

Output: Number of completers at graduate degree level

Outcome: Change from baseline

Source: Board of Regents Completers System

Goal II: To Increase Opportunities for Student Success

Objective II.6: Maintain the total number of undergraduate adult completers in a given academic year from the baseline year number of 362 in 2023-24 to 362 in AY 2028-29. Students may only be counted once per award level.

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

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

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

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

Performance Indicators:

Output: Number of undergraduate adult completers

Outcome: Change from baseline

Source: Board of Regents Completers System

Goal II: To Increase Opportunities for Student Success

Objective II.7: Maintain the total number of underrepresented minority completers in a given academic year from the baseline year number of 547 in 2023-24 to 547 in AY 2028-29. Students may only be counted once per award level.

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

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

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

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

Performance Indicators:

Output: Number of underrepresented minority completers

Outcome: Change from baseline

Source: Board of Regents Completers System

Appendix A

Process Documentation

I.   **A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:**
The principal beneficiaries of the University's programs are the 13,400+ total headcount students enrolled in university courses and degree programs. These students come principally from the Florida Parishes service area surrounding the University's geographic location. Secondary beneficiaries are the citizens of the parishes and the state of Louisiana who benefit from the University's programs, facilities, and the $560,000,000+ 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, telecommunications (distance learning), and related programs.

III.   **The statutory requirement or other authority for the goals of the plan:**
Goal 1: To Increase Opportunities for Student Access
Goal 2: To Increase Opportunities for Student Success

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

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

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

STRATEGY ANALYSIS CHECKLIST

✓ Analysis
     ✓ Cost-benefit analysis conducted
     ✓ Financial or performance audit used
     X Benchmarking for best management practices used
     X Act 160 Reports used
     ✓ Other analysis or evaluation tools used
     ✓ Impact on other strategies considered
     ✓ Stakeholders identified and involved

✓ Authorization
     ✓ Authorization exists
     X Authorization needed

✓ Organization Capacity
     X Needed structural or procedural changes identified
     X Resource needs identified
     ✓ Strategies developed to implement needed changes or address resource needs
     ✓ Responsibility assigned

✓ Time Frame
     ✓ Already ongoing
     ✓ New, startup date estimated
     ✓ Lifetime of strategy identified

✓ Fiscal Impact
     ✓ Impact on operating budget
     X Impact on capital outlay budget
     X Means of finance identified
     ✓ Return on investment determined to be favorable

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

VI. An explanation of how duplication of effort will be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy.
For the purposes of Act 1465 of 1997, Southeastern Louisiana University 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: Southeastern Louisiana University

Objective I.1:   Maintain the fall headcount enrollment from the baseline level of 14,453 in fall 2024 at approximately 14,450 by fall 2029.

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 Southeastern Louisiana University.

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: Southeastern Louisiana University

Objective I.1: Maintain the fall headcount enrollment from the baseline level of 14,453 in fall 2024 at approximately 14,450 by fall 2029.

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

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

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

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

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

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

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

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

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: Southeastern Louisiana University

Objective II.1: 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 0.5 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 63.8% to 64.3% by fall 2029 (retention of fall 2027 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: Southeastern Louisiana University

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 3.3 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 63.8% to 67.1% 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: Southeastern Louisiana University

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 0.5 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 63.8% to 64.3% by fall 2029 (retention of fall 2027 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.

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: Southeastern Louisiana University

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 2.7 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 56.4% to 59.1% by fall 2024 (retention of fall 2026 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. 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: Southeastern Louisiana University

Objective II.3: Increase the institutional <u>statewide</u> graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2017 cohort for all institutions) of 47.2% to 47.7% by AY2028-2029 (fall 2022 cohort).

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

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

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

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

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

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

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

7.   Is the indicator an aggregate or disaggregate figure?
This indicator is the aggregate of all students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students.

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

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

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: Southeastern Louisiana University

Objective II.3: Increase the institutional <u>statewide</u> graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2017 cohort for all institutions) of 47.2% to 47.7% by AY2028-2029 (fall 2022 cohort).

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

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

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

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

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

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

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

7. **Is the indicator an aggregate or disaggregate figure?**
   This indicator is the aggregate of all students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students.

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

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

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: Southeastern Louisiana University

Objective II.4: Maintain the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 1,708 in 2023-24 to 1,708 in AY 2028-29. Students may only be counted once per award level.

Indicator 1: Number of baccalaureate completers

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

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

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

4.   **What is the frequency and timing of collection or reporting?**
       The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2023-24.

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: Southeastern Louisiana University

Objective II.4: Maintain the total number of Baccalaureate Degree completers in a given academic year from the baseline year number of 1,708 in 2023-24 to 1,708 in AY 2028-29. 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 AY 2023-24.

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: Southeastern Louisiana University

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 376 in 2023-24 to 417 in AY 2028-29. Students may only be counted once per award level.

Indicator 1: Number of graduate degree completers

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

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

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

4.   **What is the frequency and timing of collection or reporting?**
        The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2023-24.

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: Southeastern Louisiana University

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 376 in 2023-24 to 417 in AY 2028-29. 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 AY 2023-24.

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: Southeastern Louisiana University

Objective II.6: Maintain the total number of undergraduate adult completers in a given academic year from the baseline year number of 362 in 2023-24 to 362 in AY 2028-29. Students may only be counted once per award level.

Indicator 1: Number of adult undergraduate degree completers

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

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

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

4.   **What is the frequency and timing of collection or reporting?**
        The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2023-24.

5.   **How is the indicator calculated? Is this a standard calculation?**
        The indicator is the sum of all undergraduate, 25 and older, 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 25 and older who earn Board of Regents-recognized undergraduate degrees.

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

This indicator is the aggregate of all undergraduate, 25 and older, degree completers at an institution within a given 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: Southeastern Louisiana University

Objective II.6: Maintain the total number of undergraduate adult completers in a given academic year from the baseline year number of 362 in 2023-24 to 362 in AY 2028-29. 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 AY 2023-24.

5.   **How is the indicator calculated? Is this a standard calculation?**
       The indicator is the sum of all undergraduate, 25 and older, 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 25 and older who earn Board of Regents-recognized undergraduate degrees.

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

This indicator is the aggregate of all undergraduate, 25 and older, degree completers at an institution within a given 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: Southeastern Louisiana University

Objective II.7: Maintain the total number of underrepresented minority completers in a given academic year from the baseline year number of 547 in 2023-24 to 547 in AY 2028-29. Students may only be counted once per award level.

Indicator 1: Number of graduate degree completers

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

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

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

4.   **What is the frequency and timing of collection or reporting?**
        The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2023-24.

5.   **How is the indicator calculated? Is this a standard calculation?**
        The indicator is the sum of all underrepresented minority 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 underrepresented minority students who earn Board of Regents-recognized 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: Southeastern Louisiana University

Objective II.7: Maintain the total number of underrepresented minority completers in a given academic year from the baseline year number of 547 in 2023-24 to 547 in AY 2028-29. 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 AY 2023-2024.

5.   **How is the indicator calculated? Is this a standard calculation?**
       The indicator is the sum of all underrepresented minority 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 underrepresented minority students who earn Board of Regents-recognized 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.

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