



**Board of Supervisors for the
University of Louisiana System**

FIVE-YEAR STRATEGIC PLAN

FY 2020-21 through FY 2024-25

July 1, 2019

**BOARD OF SUPERVISORS FOR THE
UNIVERSITY OF LOUISIANA SYSTEM**

Strategic Plan FY 2020-21 through FY 2024-2025

Vision Statement:

To promote access and support, and to gather resources for educational opportunities by rendering leadership, assistance and oversight to the eight regional universities in the System. The Board's contribution to the State's economic development will be that of providing, through its universities, a well-educated workforce empowered to improve the quality of life for all Louisiana's citizens.

Mission Statement:

To supervise and manage the institutions within the System, as constitutionally prescribed, in order for them to more effectively serve the needs of the citizens of the State.

Philosophy Statement:

To attain the mission of the Board of Supervisors by assisting the institutions within the System in serving the needs of their constituents, by facilitating the accomplishments of their respective missions, and by monitoring their activities in order to ensure accountability and sound management practices.

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 3 percentage points from the Fall 2017 cohort (to fall 2018) baseline level of 72% to 75% by fall 2023 (retention of fall 2022 cohort).

Note: Includes University of New Orleans which was added to the UL System in 2011.

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

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 2

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") from the baseline rate (fall 2011 cohort for all institutions) of 46.17% to 49% by AY 2022-2023 (fall 2016 cohort).

Note: Includes University of New Orleans which was added to the UL System in 2011.

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 students enrolled at a Fo

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 12,047 in 2017-18 to 12,561 in AY 2022-2023. Students may only be counted once per award level.

Appendix A
Process Documentation

I.

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’ Master Plan as well as from Act 741 of the 2010 Legislative Session (GRAD Act).

STRATEGY ANALYSIS CHECKLIST	
Analysis	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Authorization exists X Authorization needed
Organization Capacity	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Already ongoing

Appendix B

Performance Indicator Documentation

Program: Board of Supervisors for the University of Louisiana System

Objective I.1: Increase the fall headcount enrollment from the baseline level of 91,630 in fall 2018 at approximately 95,849 by fall 2023.

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.

This indicator is the aggregate of all enrolled students in the nine universities in the University of Louisiana System.

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: Board of Supervisors for the University of Louisiana System

Objective I.1: Increase the fall headcount enrollment from the baseline level of 91,630 in fall 2018 at approximately 95,849 by fall 2023

- 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: Board of Supervisors for the University of Louisiana System

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 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 72% to 75% by fall 2023 (retention of fall 2022 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

This indicator is the aggregate of all students in a full-

Program: Board of Supervisors for the University of Louisiana System

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the

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.

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

Program: Board of Supervisors for the University of Louisiana System

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2011 cohort for all institutions) of 46.17% to 49% by AY 2022-2023 (fall 2016 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 the institution of initial enrollment.

1. What is the type of indicator?

Outcome, Key

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?

Program: Board of Supervisors for the University of Louisiana System

Objective II.4: Increase the total number of Baccalaureate Degree completers in a given academic year from the bas aronObbeB5(n)04.16 0 Td(

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.

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: Board of Supervisors for the University of Louisiana System

Objective II.5: Increase the total number of Graduate Degree completers in a given academic year from the baseline year number of 3,204 in 2017-18

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:

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.

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