

Louisiana State University System

Strategic Plan FY 2014-2015 through FY 2018-2019

Revised
July 1, 2013

Louisiana State University System 2014-2015 through 2018-2019 Strategic Plan

Vision Statement:

Through teaching, research, health care delivery and public service, the Louisiana State University System collectively will enhance the dissemination of knowledge by increasing student access and success, improving the quality of life for citizens of Louisiana.

The LSU System, due to its diverse spread of academic campuses, professional schools, research labs, and agricultural extension services, is Louisiana's only postsecondary enterprise with a presence in all 64 of the state's parishes. As an institution, the LSU System, which includes the state's oldest land-grant university, has a constitutional mandate serve the educational, health care and economic development goals of Louisiana as its principal public university and research institution.

Mission Statement:

As a mission, the Louisiana State University System fosters first-class learning, the discovery of innovations and the development of Louisiana's human capital by applying research and scholarship in advancing intellectual, personal and professional growth.

Through its wide-ranging academic, research and health care institutions, the LSU System is deeply committed to enhancing the lives of students from a diverse range of social, racial, cultural and economic backgrounds by providing accessible and cost-effective education to not only undergraduate and graduate students but also professional school students.

LSU System institutions conduct high-quality research that generates discovery and applied knowledge to advance the public good by propagating technical, social, cultural and economic benefit Louisiana and the nation.

In Graduate Medical Education and patient care, the LSU System provides empathetic and exceptional medical treatments through its hospitals and clinics that form the core of the university's medical teaching, research, scholarship and service.

In addition, LSU System institutions enrich appreciation for the arts through programs and events that demonstrate the physical and performance skills of individuals and groups in the classroom, on stage, or on the playing field.

Just as importantly, the LSU System serves life-long learning through continuing education and post-graduate programs, including wide-ranging agricultural extension outreach efforts and continuing legal education programs.

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Philosophy Statement

The LSU System, in attracting and supporting gifted students dedicated to the pursuit of expansive educational experiences, also must recruit and retain talented and diverse faculties known for their manifest distinction and unbending honesty.

Our institutions, as catalysts for accelerating change---socially, politically, economically and technologically---must use precious taxpayer financial resources to uphold standards of academic excellence that effectively and efficiently benefit students and the communities we serve.

The LSU System, true to its mission and heritage, also must attract exceptional administrators who provide leadership and creative energies to the educational enterprise, including the construction and maintenance of physical facilities such as classrooms, libraries, laboratories, hospitals, clinics as well as performance and athletic venues, museums and other physical assets tied to the system's long-term goals and the state's higher education needs.

The LSU System encourages both public and private-sector support, including the development of public-private collaborative efforts, and must commit to ongoing communication and interaction with alumni, elected officials, civic, business, community leaders, and the general public.

The LSU Board of Supervisors, as the system governing body, must be mindful of its ultimate fiduciary responsibility for the academic quality and fiscal integrity of institutions under its authority. As a partner with the system president, chancellors, and administrators in managing core operations to achieve the strategic priorities, the board must govern in ways that respects the culture of decision-making in the academy while ensuring student learning outcomes, persistence to graduation and degrees conferred complement the overall excellence of the LSU System.

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Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1. Increase fall 14th class day headcount enrollment in the Louisiana State University System by 8.0% from the baseline level of 42,757 in Fall 2009 to 46,183 by Fall 2017.

Link to State Outcome Goals: Youth Education, Better Health, Diversified Economic Growth, and Transparent, Accountable and Effective Government

- Strategy I.1.1:** Have effective policies to improve retention and graduation rates.
- Strategy I.1.2:** Promote electronic (distance) learning activities in each region of the state.
- Strategy I.1.3:** Enhance effective transfers between and among campuses at all levels.
- Strategy I.1.4:** Comply with state and federal regulations for access to programs and services to citizens with disabilities.
- Strategy I.1.5:** Have effective dual and cross enrollment agreements with public school districts and among postsecondary institutions.
- Strategy I.1.6:** Administer Educational Planning and Assessment System (EPAS).
- Strategy I.1.7:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy I.1.6:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

Output: Number of students enrolled in fall (as of 14th day) in the Louisiana State University System

Outcome: Percent change in the number of students enrolled in fall (as of 14th day) in the Louisiana State University System

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II. Goal: Ensure Quality and Accountability

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.9 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 80.9% to 83.8% by Fall 2017 (retention of Fall 2016 cohort).

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Strategy II.1.1: Maintain outreach programs to retain students.

Strategy II.1.2: Maintain on-campus summer enrichment/transition programs.

Strategy II.1.3: Have effective recruitment and hiring practices for administrators, faculty and staff.

Strategy II.1.4: Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.

Strategy II.1.5: Maintain mentoring, tutoring, and related programs.

Strategy II.1.6: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy II.1.7: Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

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

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

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Objective II.2: **Decrease the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 48.3% by Fall 2017 (retention of Fall 2016 cohort).**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

- Strategy II.2.1:** Maintain outreach programs to retain associate seeking students.
- Strategy II.2.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.2.3:** Have effective recruitment and hiring practices for administrators, faculty and staff.
- Strategy II.2.4:** Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.
- Strategy II.2.5:** Maintain mentoring, tutoring, and related programs.
- Strategy II.2.6:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.2.7:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

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

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

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Objective II.3: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 3.5 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 72.0% to 75.5% by Fall 2017 (retention of Fall 2015 cohort).

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Strategy II.3.1: Maintain outreach programs to retain students.

Strategy II.3.2: Maintain on-campus summer enrichment/transition programs.

Strategy II.3.3: Have effective recruitment and hiring practices for administrators, faculty and staff.

Strategy II.3.4: Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.

Strategy II.3.5: Maintain mentoring, tutoring, and related programs.

Strategy II.3.6: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy II.3.7: Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

Output: Percentage of first-time, full-time, degree-seeking retained to the third year at the same 4-year institution within the Louisiana State University System

Outcome: Percent point change in the percentage of first-time, full-time, degree seeking retained to the third year at the same 4-year institution within the Louisiana State University System.

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Objective II.4: **Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2002 cohort for Four Year institution) of 53.5% to 60.4% by 2017-18 (Fall 2010 cohort). For Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

- Strategy II.4.1:** Maintain outreach programs to retain students.
- Strategy II.4.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.4.3:** Have effective recruitment and hiring practices for administrators, faculty and staff.
- Strategy II.4.4:** Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.
- Strategy II.4.5:** Maintain mentoring, tutoring, and related programs.
- Strategy II.4.6:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.4.7:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

Output: Percentage of students enrolled at a **4-Year / 2-Year** institution 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

Outcome: Number of students graduating at a **4-Year / 2-Year** institution 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

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Objective II.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 7,009 in 2008-09 academic year to 7,261 in academic year 2016-17. Students may only be counted once per award level.

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Strategy II.5.1: Maintain outreach programs to retain students.

Strategy II.5.2: Maintain on-campus summer enrichment/transition programs.

Strategy II.5.3: Have effective recruitment and hiring practices for administrators, faculty and staff.

Strategy II.5.4: Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.

Strategy II.5.5: Maintain mentoring, tutoring, and related programs.

Strategy II.5.6: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy II.5.7: Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

Output: Total number of completers for all award levels in the Louisiana State University System

Outcome: Percent change in number of completers for all award levels in the Louisiana State University System from the baseline year.

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In Compliance with Act 1465 of 1997, each strategic plan must include the following process:

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:

LSU System institutions annually deliver services to thousands of students enrolled in hundreds of degree programs as well as hundreds of thousands of citizens across the state through health care, continuing education, and agricultural extension services.

System stakeholders transcend our classrooms and campuses and number virtually anyone who benefits from the broad-based economic development efforts of LSU academic campuses, research units, and professional schools that generate the kinds of new knowledge that often lead to the creation of jobs and businesses. Consequently, Louisiana business and industry is a prime beneficiary of the leadership, oversight, coordination, and policies administered by the Louisiana State University System.

Moreover, the LSU System contributes broadly to the advancement of society and encouragement of human understanding through its research, scholarly inquiry, and creative activities, especially through ongoing public service programs and artistic endeavors that enrich lives not only among students but also community members statewide. Directly and indirectly, LSU System institutions, services and volunteerism touch the lives of a vast majority of people in Louisiana in some way every day.

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:

1. Budget Reductions

Over the past five years, the LSU System faced a series of major challenges, ranging from a catastrophic hurricane to a loss of enrollment. The most severe external factor that could prevent system institutions from achieving goals outlined in this plan, however, are ongoing and destructive reductions in state general funds. Since July 1, 2008, more than \$395 million has been cut from the LSU System budget. This decline in appropriation is expected to persist even as Louisiana and the nation recover from the recession. Equally as troubling are forecasts that severe financial difficulties for public colleges and universities may persist for 10 years.

The approved flexibility for setting tuition in the Louisiana GRAD Act could marginally offset further reductions, but those revenue increases likely will be counterbalanced by mandated costs and demands by supporters of greater access and affordability who could push for expanded financial aid packages such as the state's Go Grant program.

Acknowledging that higher education is central to the future well being of Louisiana, the LSU System is adopting strategic initiatives that are indicative of a university system that is adapting rapidly to the changing environment in postsecondary education. Recasting Louisiana higher education through implementation of measures such as the new six-year performance agreements on admission standards and graduation rates, articulation

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arrangements with community colleges and the launch new student tracking efforts at LSU institutions may take longer than expected to boost retention and degree productivity.

More importantly, the challenge of aligning financial decisions with an institution's mission while preserving physical and human resources in the face of drastic funding reductions, is the key challenge confronting system leaders and the LSU Board of Supervisors.

2. Admission standards and the impact on enrollments

The push to boost student success resulted in the recent adoption of revised CORE high school curriculum requirements, increased admission criteria for freshmen and the establishment of updated criteria for transfer students. While each of the LSU System's five academic campuses are attempting to boost enrollment and drive up graduation rates, using new modes of educational delivery, such as online instruction. The Board of Regents new high school core requirements combined with the Regents' new admission requirements may trigger a major increase in community college and technical school enrollments. As a consequence, these actions may drive down revenues at four-year schools and cause an associated decline in retention and graduation rates.

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III. The statutory requirement or other authority for each goal of the plan.

I. Goal: Increase Opportunities for Student Access and Success.

La. Const. Art. VIII, sec. 7; La. R.S. 17:1453 – 17:1607; La. R.S. 17:3201 – 17:3399.5; other applicable provisions of Title 17 and elsewhere in the Louisiana Revised Statutes. RS 17:3139

§3139. Louisiana Granting Resources and Autonomy for Diplomas Act; purpose; agreements; monitoring and renewal; reporting

A. Title. This Section shall be known and may be cited as the "Louisiana Granting Resources and Autonomy for Diplomas Act".

II. Goal: Ensure Quality and Accountability.

La. Const. Art. VIII, sec. 7; La. R.S. 17:1453 – 17:1607; La. R.S. 17:3201 – 17:3399.5; other applicable provisions of Title 17 and elsewhere in the Louisiana Revised Statutes. RS 17:3139

§3139. Louisiana Granting Resources and Autonomy for Diplomas Act; purpose; agreements; monitoring and renewal; reporting

A. Title. This Section shall be known and may be cited as the "Louisiana Granting Resources and Autonomy for Diplomas Act".

III. Goal: Improve the Health of Louisiana Citizens

La. Const. Art. VIII, sec. 7; La. R.S. 17:1453 – 17:1607; La. R.S. 17:3201 – 17:3399.5; other applicable provisions of Title 17 and elsewhere in the Louisiana Revised Statutes. RS 17:3139

§3139. Louisiana Granting Resources and Autonomy for Diplomas Act; purpose; agreements; monitoring and renewal; reporting

A. Title. This Section shall be known and may be cited as the "Louisiana Granting Resources and Autonomy for Diplomas Act".

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

The goals and objectives in this Five-year strategic plan were derived from the state's outcome goals.

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

Louisiana's citizens and specifically students enrolled in the LSU System campuses.

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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 Louisiana State University System is a single program. Duplication of effort of more than one program is thus not applicable

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

See Performance Indicator Documentation attached for each performance indicator.

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

See Performance Indicator Documentation attached for each performance indicator.

IX. A statement regarding the Human Resource policies benefiting women and families.

The LSU System is committed to providing equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the University operates without regard to race, creed, color, marital status, sexual orientation, religion, sex, national origin, age, mental or physical disability, or veteran's status.

The LSU System supports affirmative action and equal opportunity standards as set forth in its permanent memoranda and Affirmative Action plans. These requirements are carried out through campus-based Equal Employment Opportunity policies and the development and maintenance of Affirmative Action plans on each campus. These plans require that all employees and applicants receive fair consideration for employment and that all employees are treated fairly with regard to recruitment, promotions, demotions, transfers, layoffs, furloughs, termination, rates of pay and other forms of compensation, tenure, training, and other employment practices.

LSU complies with the provisions of Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, Title VII, the Age Discrimination in Employment Act (ADEA), the Americans with Disabilities Act (ADA), the Family and Medical Leave Act, and applicable state law.

In addition, LSU System institutions have policies in place to protect employees and students from sexual harassment and to protect the rights of both the complainant and the accused in the event of allegations of sexual harassment. Also, among the policies in place at the various campuses are flexible work hours and flexible staffing which are of benefit to employees in meeting family responsibilities, as well as educational leave and tuition programs to assist employees in advancing their academic credentials. Employee assistance programs are available to provide employees and their families with opportunities for confidential counseling and referral services for a wide range of issues including relationship, conflict, family concerns, and alcohol or drug dependence.

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The LSU System has created the Diversity Task Force to assist in enhancing cultural diversity and community engagement within the system, through evaluation of best practices, development of a system diversity statement, and establishment of specific diversity recruitment and retention goals and measureable benchmarks.

Person Responsible for completing this plan: Willis Brewer

Contact Person/s:

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1:

Increase fall 14th class day headcount enrollment in the Louisiana State University System by 8.0% from the baseline level of 42,757 in Fall 2009 to 46,183 by Fall 2017.

Indicator Name:

Number of students enrolled in fall (as of 14th day) in the Louisiana State University System

Indicator LaPAS PI Code: 15311

Type and Level: Output, Key

Rationale:

Recognition of the importance of Louisiana having an educated citizenry

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is 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.

Calculation Methodology:

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

Scope:

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

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Responsible for data collection, analysis, and quality

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

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person: Willis Brewer

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective I.1:

Increase fall 14th class day headcount enrollment in the Louisiana State University System by 8.0% from the baseline level of 42,757 in Fall 2009 to 46,183 by Fall 2017.

Indicator Name:

Percent change in the number of students enrolled in fall (as of 14th day) in the Louisiana State University System

Indicator LaPAS PI Code: 15310

Type and Level: Outcome, Supporting

Rationale:

Recognition of the importance of Louisiana having an educated citizenry

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is 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.

Calculation Methodology:

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

Scope:

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

Responsible for data collection, analysis, and quality

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

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Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person: Willis Brewer

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

II. Goal: Ensure Quality and Accountability

Objective II.1:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.9 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 80.9% to 83.8% by Fall 2017 (retention of Fall 2016 cohort).

Indicator Name:

Percentage of first-time in college, full time, degree seeking students retained to the second fall at the same institution of initial enrollment in the Louisiana State University System

Indicator LaPAS PI Code: 24426

Type and Level: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and as a consequence leads to a more educated citizenry.

Clarity:

This indicator tracks degree seeking first-time in college students enrolled full-time in credit courses as of the 14th class day of the fall semester. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is 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.

Calculation Methodology:

This number is calculated using the institutional classified cohort of degree seeking, first-time in college, full-time, students in a given fall which re-enroll the following fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

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Scope:

This indicator is the aggregate of all campuses in the Louisiana State University System.

Responsible for data collection, analysis, and quality

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

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

Willis Brewer

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University 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 2.9 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 80.9% to 83.8% by Fall 2017 (retention of Fall 2016 cohort).

Indicator Name:

Percentage point change of first-time in college, full time, degree seeking students retained to the second fall at the same institution of initial enrollment in the Louisiana State University System

Indicator LaPAS PI Code: 24427

Type and Level: Outcome, Supporting

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and as a consequence leads to a more educated citizenry.

Clarity:

This indicator tracks degree seeking first-time in college students enrolled full-time in credit courses as of the 14th class day of the fall semester. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is 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.

Calculation Methodology:

This calculation is based on subtracting the respective retention rate from the Fall 2008 baseline year retention rate.

Scope:

This indicator is the aggregate of all campuses in the Louisiana State University System.

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Responsible for data collection, analysis, and quality

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

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

Willis Brewer

**Louisiana State University System
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective II.2:

Decrease the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 48.3% by Fall 2017 (retention of Fall 2016 cohort).

Indicator Name:

Percentage of first-time in college, full time, associate degree seeking students retained to the second fall at the same institution of initial enrollment in the Louisiana State University System

Indicator LaPAS PI Code: 24428

Type and Level: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of associate degree completers and as a consequence leads to a more educated citizenry.

Clarity:

This indicator tracks associate degree seeking first-time in college students enrolled full-time in credit courses as of the 14th class day of the fall semester for 2-year institutions only. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is 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.

Calculation Methodology:

This number is calculated using the institutional classified cohort of associate degree seeking, first-time in college, full-time, students in a given fall which re-enroll the following fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

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2014-2015 through 2018-2019 Strategic Plan**

Scope:

This indicator is the aggregate of all campuses in the Louisiana State University System.

Responsible for data collection, analysis, and quality

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

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

Willis Brewer

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective II.2:

Decrease the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 48.3% by Fall 2017 (retention of Fall 2016 cohort).

Indicator Name:

Percentage point change of first-time in college, full time, associate degree seeking students retained to the second fall at the same institution of initial enrollment in the Louisiana State University System

Indicator LaPAS PI Code: 24429

Type and Level: Outcome, Supporting

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of associate degree completers and as a consequence leads to a more educated citizenry.

Clarity:

This indicator tracks associate degree seeking first-time in college students enrolled full-time in credit courses as of the 14th class day of the fall semester for 2-year institutions only. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is 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.

Calculation Methodology:

This calculation is based on subtracting the respective retention rate from the Fall 2008 baseline year retention rate.

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

Scope:

This indicator is the aggregate of all campuses in the Louisiana State University System.

Responsible for data collection, analysis, and quality

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

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

Willis Brewer

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective II.3:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 3.5 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 72.0% to 75.5% by Fall 2017 (retention of Fall 2015 cohort).

Indicator Name:

Percentage of first-time in college, full time, degree seeking students retained to the third fall at the same institution of initial enrollment in the Louisiana State University System

Indicator LaPAS PI Code: 24430

Type and Level: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and as a consequence leads to a more educated citizenry.

Clarity:

This indicator tracks degree seeking first-time in college students at 4-year institutions enrolled full-time in credit courses as of the 14th class day of the fall semester. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is 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.

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

Calculation Methodology:

This number is calculated using the institutional classified cohort of degree seeking, first-time in college, full-time, students in a given fall which re-enroll the third fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

Scope:

This indicator is the aggregate of all campuses in the Louisiana State University System.

Responsible for data collection, analysis, and quality

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

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

Willis Brewer

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective II.3:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 3.5 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 72.0% to 75.5% by Fall 2017 (retention of Fall 2015 cohort).

Indicator Name:

Percentage point change of first-time in college, full time, degree seeking students retained to the third fall at the same institution of initial enrollment in the Louisiana State University System

Indicator LaPAS PI Code: 24431

Type and Level: Outcome, Supporting

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and as a consequence leads to a more educated citizenry.

Clarity:

This indicator tracks degree seeking first-time in college students enrolled full-time in credit courses as of the 14th class day of the fall semester. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

Data will be retrieved from LSU System campuses and/or from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is 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.

Calculation Methodology:

This calculation is based on subtracting the respective retention rate from the Fall 2007 baseline year retention rate.

Scope:

This indicator is the aggregate of all campuses in the Louisiana State University System.

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

Responsible for data collection, analysis, and quality

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

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

Willis Brewer

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective II.4:

Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2002 cohort for Four Year institution) of 53.5% to 60.4% by 2017-18 (Fall 2010 cohort). For Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).

Indicator Name:

Percentage of students enrolled at a 4-Year / 2-Year institution 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

Indicator LaPAS PI Codes: 24432 4-Year; 24434 2-Year

Type and Level: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives. It is important for the further development of the state’s economy that a higher percentage of students who enroll in college earn a degree.

Use:

Increasing the number of graduates will lead to a more educated citizenry and as a result will contribute to higher incomes, greater economic productivity , and improved quality of life for Louisiana.

Clarity:

The indicator is calculated as a weighted composite of each campus’s number of graduates. Each campus will report their individual graduation rate, while the systems will report an aggregate rate.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

The source of the data is the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS). Each campus is responsible for the reporting and reliability of the data reported to NCES.

Calculation Methodology:

Graduation Rate is calculated by dividing the number of first time, full time graduates to the original cohort.

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

Scope:

This indicator is the aggregate of all campuses in the Louisiana State University System.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically The National Center for Education Statistics (NCES).

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

Willis Brewer

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective II.4:

Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2002 cohort for Four Year institution) of 53.5% to 60.4% by 2017-18 (Fall 2010 cohort). For Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).

Indicator Name:

Number of students graduating at a **4-Year / 2-Year** institution 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

Indicator LaPAS PI Codes: 24433 4-Year; 24435 2-Year

Type and Level: Outcome, Supporting

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives. It is important for the further development of the state’s economy that a higher percentage of students who enroll in college earn a degree.

Use:

Increasing the number of graduates will lead to a more educated citizenry and as a result will contribute to higher incomes, greater economic productivity , and improved quality of life for Louisiana.

Clarity:

The indicator is calculated as a weighted composite of each campus’s number of graduates. Each campus will report their individual graduation rate, while the systems will report an aggregate rate.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

The source of the data is the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS). Each campus is responsible for the reporting and reliability of the data reported to NCES.

Calculation Methodology:

Graduation Rate is calculated by dividing the number of first time, full time graduates to the original cohort.

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

Scope:

This indicator is the aggregate of all campuses in the Louisiana State University System.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically The National Center for Education Statistics (NCES).

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person:

Willis Brewer

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective II.5:

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 7,009 in 2008-09 academic year to 7,261 in academic year 2016-17. Students may only be counted once per award level.

Indicator Name: Total number of completers for all award levels.

Indicator LaPAS PI Code: 24436

Type and Level: Output, Key

Rationale:

The mission of the LSU System campuses is to produce well prepared graduates for Louisiana and the nation.

Use:

Increasing the number of graduates will lead to a more educated citizenry and as a result will contribute to higher incomes, greater economic productivity , and improved quality of life for Louisiana.

Clarity:

The indicator is calculated as a cumulative composite of each campus's degrees awarded.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completer System. This system has been in existence for over 25 years. The indicator will be reported for the prior academic year at the end of the fourth quarter

Data Source, Collection and Reporting:

The source of the data is the Board of Regents' Completers System. The BOR collects data on completers each July for the previous academic year.

Calculation Methodology:

This summary of a unique student count of completers for each award level offered at the institution.

Scope:

This indicator is the aggregate of all students in the Louisiana State University System that graduate during the particular fiscal year.

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

Caveats:

The award must be recognized by the Regents and included in the institutions' Curriculum inventory. Students may only be counted once per institution per award level within an academic year.

Responsible Person:

Willis Brewer

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University System

Objective II.5

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 7,009 in 2008-09 academic year to 7,261 in academic year 2016-17. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: 24437

Type and Level: Outcome, Supporting

Rationale:

The mission of the LSU System campuses is to produce well prepared graduates for Louisiana and the nation.

Use:

Increasing the number of graduates will lead to a more educated citizenry and as a result will contribute to higher incomes, greater economic productivity , and improved quality of life for Louisiana.

Clarity:

The indicator is calculated as a cumulative composite of each campus's degrees awarded.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completer System. This system has been in existence for over 25 years. The indicator will be reported for the prior academic year at the end of the fourth quarter

Data Source, Collection and Reporting:

The source of the data is the Board of Regents' Completers System. The BOR collects data on completers each July for the previous academic year.

Calculation Methodology:

This summary of a unique student count of completers for each award level offered at the institution.

Scope:

This indicator is the aggregate of all students in the Louisiana State University System that graduate during the particular fiscal year.

Caveats:

The award must be recognized by the Regents and included in the institutions' Curriculum inventory. Students may only be counted once per institution per award level within an academic year.

**Louisiana State University System
2014-2015 through 2018-2019 Strategic Plan**

Responsible Person:
Willis Brewer