

LOUISIANA STATE UNIVERSITY

STRATEGIC PLAN

FY 2014-2015 through FY 2018-2019

Revised July 1, 2013

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

Louisiana State University Strategic Plan

Vision Statement: As the flagship institution of the state, the vision of Louisiana State University is to be a leading research-extensive university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development.

Mission Statement: Designated as a land-, sea-, and space-grant institution, the mission of Louisiana State University (LSU) is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts. In implementing its mission, LSU is committed to offer a broad array of undergraduate degree programs and extensive graduate research opportunities designed to attract and educate highly-qualified undergraduate and graduate students; employ faculty who are excellent teacher-scholars, nationally competitive in research and creative activities, and who contribute to a world-class knowledge base that is transferable to educational, professional, cultural and economic enterprises; and use its extensive resources to solve economic, environmental and social challenges.

Philosophy Statement: LSU is recognized as the state's premier research university by the Board of Regents' Master Plan for Public Postsecondary Education. It is the only Southern Regional Education Board Four-Year I University in Louisiana, it is one of only 73 public institutions classified by the Carnegie Foundation as a Research University – Very High Research Activity (again unique in Louisiana), and it is a land-, sea-, and space-grant institution. The federal judiciary has also recognized LSU's unique role, stipulating in the 1994 desegregation Settlement Agreement that LSU "shall continue to be recognized as Louisiana's flagship state institution and its only comprehensive research institution. LSU shall continue to have the greatest number of graduate and research programs and selective admissions criteria."

Because of its role, scope, and mission, and because of the degree of selectivity in admissions on both the undergraduate and graduate levels (a degree of selectivity unequalled among the public institutions of higher education in Louisiana), LSU must serve the entire state of Louisiana by providing bachelor's, master's, and doctoral programs comparable to those afforded to the citizens of other states at their flagship institutions of higher education.

It is this institution's conviction, accordingly, that LSU will best serve the citizens of Louisiana by pursuing its goal of being recognized nationally as one of the leading public universities in the South and as one of the top public universities in the nation; that it can model the highest aspirations of higher education as a learner-centered, faculty and staff supportive, research intensive, diverse university, with a continuous commitment to public service; and that it must continue to lead public higher education in Louisiana in undergraduate education, graduate and professional education, research, service, and economic development.

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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 by 14.3% from the baseline level of 27,992 in fall 2009 to 32,000 by fall 2017.

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

Other Link: [Master Plan for Postsecondary Education](#).

Strategy I.1.1: Enhance recruiting efforts for high-achieving undergraduate and graduate students.

Strategy I.1.2: Expand outreach programs to recruit minority students.

Strategy I.1.3: Increase the numbers of transfer students enrolling at LSU.

Strategy I.1.4: Have effective dual and cross enrollment agreements with public school districts and among postsecondary institutions.

Strategy I.1.5: Promote electronic (distance) learning activities.

Strategy I.1.6: Continue to develop partnerships with high schools to prepare students for postsecondary education.

Strategy I.1.7: Continue to 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).

Outcome: Percent change in the number of students enrolled in fall (as of 14th day).

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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 2.4 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 83.6% to 86.0% by fall 2017 (retention of fall 2016 cohort).

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

Other Link: Master Plan for Postsecondary Education and LA GRAD Act.

Strategy II.1.1: Increase student retention by creating a challenging learning environment for students.

Strategy II.1.2: Implement effective policies to improve retention and graduation rates.

Strategy II.1.3: Enhance on-campus summer enrichment and transition programs.

Strategy II.1.4: Enhance the experience of first-year undergraduates through continuing development of the residential college program and other initiatives.

Strategy II.1.5: Continue to monitor the Comprehensive Academic Tracking System (CATS) to ensure that undergraduates are progressing toward graduation.

Strategy II.1.6: Expand mentoring, tutoring, service-learning, and teaching assistant training programs.

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 percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment.

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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 ___ percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of ___% to ___% by Fall 2017 (retention of Fall 2016 cohort).**

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

Objective II.2 Not Applicable to Louisiana State University Agricultural & Mechanical College

Strategy II.2.1:

Performance Indicators:

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

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

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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 2.5 percentage points from the fall 2007 cohort (to fall 2009) baseline level of 76.5% to 79.0% by fall 2017 (retention of fall 2015 cohort).

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

Other Link: [Master Plan for Postsecondary Education](#) and LA GRAD Act.

Strategy II.3.1: Increase student retention by creating a challenging learning environment for students.

Strategy II.3.2: Implement effective policies to improve retention and graduation rates.

Strategy II.3.3: Continue to assess and address factors involved in student retention rates.

Strategy II.3.4: Enhance the experience of second-year undergraduates through development of sophomore year programs.

Strategy II.3.5: Continue to monitor the Comprehensive Academic Tracking System (CATS) to ensure that undergraduates are progressing toward graduation.

Strategy II.3.6: Expand mentoring, tutoring, service-learning, and teaching assistant training programs.

Strategy II.3.7: Have effective recruitment, hiring, and development practices for administrators, faculty, and staff.

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.

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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 institutions) of 60.7% to 65.0% by 2017-18 (Fall 2010 cohort).

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

Other Link: [Master Plan for Postsecondary Education](#) and LA GRAD Act.

Strategy II.4.1: Increase student retention by creating a challenging learning environment for students.

Strategy II.4.2: Implement effective policies to improve retention and graduation rates.

Strategy II.4.3: Continue to assess and address factors involved in student retention rates.

Strategy II.4.4: Continue to monitor the Comprehensive Academic Tracking System (CATS) to ensure that undergraduates are progressing toward graduation.

Strategy II.4.5: Expand mentoring, tutoring, service-learning, and teaching assistant training programs.

Strategy II.4.6: Have effective recruitment, hiring, and development practices for administrators, faculty, and staff.

Performance Indicators:

Output: Percentage of students enrolled at a 4-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 enrolled at a 4-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 5,954 in 2008-09 academic year to 6,200 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

Other Link: [Master Plan for Postsecondary Education](#) and LA GRAD Act.

Strategy II.5.1: Increase student retention by creating a challenging learning environment for students.

Strategy II.5.2: Implement effective policies to improve retention and graduation rates.

Strategy II.5.3: Continue to assess and address factors involved in student retention rates.

Strategy II.5.4: Continue to monitor the Comprehensive Academic Tracking System (CATS) to ensure that undergraduates are progressing toward graduation.

Strategy II.5.5: Expand mentoring, tutoring, service-learning, and teaching assistant training programs.

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

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

Strategy II.5.8: Have effective recruitment, hiring, and development practices for administrators, faculty, and staff.

Performance Indicators:

Output: Total number of completers for all award levels.

Outcome: Percent change in number of completers for all award levels 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, general description of how the strategic planning process was implemented.

Strategic planning at LSU is guided by Flagship 2020, an extension of the initial National Flagship Agenda, which focuses on how the University can improve its research and educational enterprise to make it more nationally competitive. According to the University's core values of collegiality and open dialogue, this agenda is the culmination of discussions and debates among the faculty, staff, students, and friends of the University. To measure progress, the University has selected a group of national research universities as peers and will benchmark its performance relative to theirs. The agenda further recognizes that, as a public institution, LSU must be accountable and accessible, always demonstrating that it uses its resources wisely and efficiently.

II. 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's instructional programs include 194 undergraduate and graduate/professional degrees. The University attracts about 13 percent of the state's total enrollment in higher education, and LSU students come from many ethnic and religious backgrounds. The student body consists of more than 29,000 students from 50 states and more than 100 foreign countries. Since its first commencement in 1869, LSU has awarded more than 239,000 degrees. The University produces about 24 percent of Louisiana's baccalaureate graduates, approximately 22 percent of the master's degrees, and about 57 percent of the doctoral degrees. The university has nearly 1,400 full-time and part-time faculty members--approximately 89 percent of whom have terminal degrees. The University's success in the leveraging of state funds to obtain federal dollars represents a good investment of taxpayers' money. At any given time more than 2,500 active sponsored research projects are in progress. Additionally, faculty and staff members and graduate students pursue numerous research projects that are not sponsored by outside agencies. LSU annually brings in grants and contracts from federal, state, and private sources with expenditures in excess of \$152 million --a significant factor for the Louisiana economy. The University Libraries comprise the largest research library in the state and provide services for LSU faculty, students, and staff and for state, parish, and school libraries.

III. 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:

LSU's performance depends on state funding, with increases enhancing quality and decreases impairing its ability to meet, let alone exceed, its goals. Other external factors that could significantly affect the attainment of its goals and objectives are new demands, requirements, and/or changes in federal and state statutes, rules and regulations; new or changed criteria for accreditation by regional or specialized accrediting agencies; and changes in the rules and regulations of governing boards. In addition, University funding is dependent upon economic changes on the local, state, national, and/or international levels. Federal and state appropriations may vary depending upon these economic fluctuations and are subject to the special priorities and/or targeted programs corresponding to legislative initiatives.

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

The following statutory requirements and authorities are applicable to all of the goals below:
Master Plan for Public Postsecondary Education, Board of Regents, State of Louisiana, March 2001, p.29;
Louisiana Constitution of 1974, Article 8, §7; Louisiana Revised Statutes, 17:3216; Reaffirmation of

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Accreditation, Southern Association of Colleges and Schools, Commission on Colleges, 2004; Minutes, Louisiana State University Board of Supervisors, October 24, 1991; United States District Court, Eastern District of Louisiana, Civil Action Number 80-3300, Section "A," p.3 and pp. 20-23

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

The goals and objectives in this five-year strategic plan were derived in part from the Granting Resources and Autonomies for Diplomas (GRAD) Act which was approved by the legislature and signed into law by the governor in June, 2010.

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, LSU 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1:

Increase fall 14th class day headcount enrollment by 14.3% from the baseline level of 27,992 in fall 2009 to 32,000 by fall 2017.

Indicator Name:

Number of students enrolled in fall (as of 14th day).

Indicator LaPAS PI Code: 15352

Type: 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 reported for LSU only.

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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: T. Gilmour Reeve

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective I.1:

Increase fall 14th class day headcount enrollment by 14.3% from the baseline level of 27,992 in fall 2009 to 32,000 by fall 2017.

Indicator Name:

Percent change in the number of students enrolled in fall (as of 14th day).

Indicator LaPAS PI Code: 15353

Type: 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. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change.

Scope:

This indicator is reported for LSU only.

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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: T. Gilmour Reeve

**Louisiana State University Agricultural and Mechanical College
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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 2.4 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 83.6% to 86.0% 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.

Indicator LaPAS PI Code: 24438

Type: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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 who 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 reported for LSU only.

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: T. Gilmour Reeve

**Louisiana State University Agricultural and Mechanical College
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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 2.4 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 83.6% to 86.0% by fall 2017 (retention of fall 2016 cohort).

Indicator Name:

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.

Indicator LaPAS PI Code: 24439

Type: Outcome, Supporting

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students but also to retaining 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 reported for LSU only.

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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: T. Gilmour Reeve

**Louisiana State University Agricultural and Mechanical College
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University

Objective I.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.

Objective II.2 Not Applicable to Louisiana State University Agricultural & Mechanical College

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: n/a

Type and Level: Output, Key

Rationale: N/A

Use: N/A

Clarity: N/A

Validity, Reliability and Accuracy: N/A).

Data Source, Collection and Reporting: N/A

Calculation Methodology: N/A

Scope: N/A

Responsible for data collection, analysis, and quality

N/A

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

N/A

Responsible Person:

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University

Objective1I.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.

Objective II.2 Not Applicable to Louisiana State University Agricultural & Mechanical College

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: N/A

Type and Level: Outcome, Supporting

Rationale: N/A

Use: N/A

Clarity: N/A

Validity, Reliability and Accuracy: N/A).

Data Source, Collection and Reporting: N/A

Calculation Methodology: N/A

Scope: N/A

Responsible for data collection, analysis, and quality

N/A

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

N/A

Responsible Person:

**Louisiana State University Agricultural and Mechanical College
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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 2.5 percentage points from the fall 2007 cohort (to fall 2009) baseline level of 76.5% to 79.0% by fall 2017 (retention of fall 2016 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.

Indicator LaPAS PI Code: 24440

Type: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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 who 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 reported for LSU only.

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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: T. Gilmour Reeve

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 2.5 percentage points from the fall 2007 cohort (to fall 2009) baseline level of 76.5% to 79.0% by fall 2017 (retention of fall 2015 cohort).

Indicator Name:

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.

Indicator LaPAS PI Code: 24441

Type: Outcome, Supporting

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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 reported for LSU only.

**Louisiana State University Agricultural and Mechanical College
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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: T. Gilmour Reeve

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 4-year institutions) of 60.7% to 65.0% by 2017-18 (fall 2010 cohort).

Indicator Name:

Percentage of students enrolled at a 4-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 Code: 24442

Type: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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:

Each campus will report its individual graduation rate, while the system 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 from an entering cohort who earn a baccalaureate degree within six years (or complete a transfer preparatory curriculum) by the number in the original cohort.

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

Scope:

This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to 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 graduation at the same institution and does not include students who transfer to other institutions.

Responsible Person: T. Gilmour Reeve

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 4-year institutions) of 60.7% to 65.0% by 2017-18 (fall 2010 cohort).

Indicator Name:

Number of students enrolled at a 4-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 Code: 24443

Type: 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:

Each campus will report its individual graduation rate, while the system 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:

This indicator is the number of students from an entering cohort who earn a baccalaureate degree (or complete a transfer preparatory curriculum) within six years.

Scope:

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to 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 graduation at the same institution and does not include students who transfer to other institutions.

Responsible Person: T. Gilmour Reeve

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 5,954 in 2008-09 academic year to 6,200 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: 24444

Type: 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:

This indicator is the total number of students awarded degrees at each award level. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is reported for LSU only.

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

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

The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: T. Gilmour Reeve

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 5,954 in 2008-09 academic year to 6,200 in academic year 2016-17. Students may only be counted once per award level.

Indicator Name:

Percentage change in the number of completers for all award levels from the baseline year.

Indicator LaPAS PI Code: 24445

Type: 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:

This indicator is the total number of students awarded degrees at each award level. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change.

Scope:

This indicator is reported for LSU only.

**Louisiana State University Agricultural and Mechanical College
2014-2015 through 2018-2019 Strategic Plan**

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

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

The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: T. Gilmour Reeve