

LSU ALEXANDRIA

STRATEGIC PLAN

FY 2011-2012 THROUGH FY 2015-16

(In compliance with Act 1465 of 1997)

Effective, July 1, 2011

Vision: To be a University of choice recognized for academic excellence and a commitment to fostering student and community growth through teaching, research and service.

Mission: LSUA offers Central Louisiana access to affordable baccalaureate and associate degrees in a caring environment that challenges students to seek excellence in, and bring excellence to, their studies and their lives. LSUA is committed to a reciprocal relationship of enrichment with the diverse community it serves.

Philosophy: The future of Louisiana depends on a well educated citizenry. LSUA is fully committed to its regional mission of providing quality educational programs that stimulate a lifelong love for learning and self-development. LSUA contributes to the economic and cultural development of Central Louisiana through teaching, scholarship, and service.

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1: Increase fall 14th class day headcount enrollment at LSUA by 1 % from the baseline level of 2,675 in fall 2009 to 2,702 by fall 2014.

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) at LSUA.

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

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 7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 54% to 61% by Fall 2014 (retention of Fall 2013 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 LSUA.

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

Objective II.2: 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 7 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 31% to 38% by Fall 2014 (retention of Fall 2012 cohort).

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

Strategy II.2.1: Maintain outreach programs to retain 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, degree-seeking retained to the third year at LSUA.

Outcome: Percent point change in the percentage of first-time, full-time, degree-seeking retained to the third year at LSUA.

Objective II.3: 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 5% to 13% by 2014-15 (Fall 2007 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 students enrolled at LSUA 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 LSUA 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

Objective II.4: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 328 in 2008-09 academic year to 342 in academic year 2013-14. Students may only be counted once per award level.

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: Total number of completers for all award levels at LSUA.

Outcome: Percent change in number of completers for all award levels at LSUA from the baseline year.

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1:

Increase fall 14th class day headcount enrollment at LSUA by 1 % from the baseline level of 2,675 in fall 2009 to 2,702 by fall 2014.

Indicator Name:

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

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 all enrolled students at LSUA.

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:

Teresa Seymour
Director, Enrollment Services and Registrar
Louisiana State University at Alexandria
(318) 473-6424
tseymour@lsua.edu

Reed Blalock
Director, Institutional Research and Effectiveness
Louisiana State University at Alexandria
(318) 767-2603
rblalock@lsua.edu

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

Objective I.1:

Increase fall 14th class day headcount enrollment at LSUA by 1 % from the baseline level of 2,675 in fall 2009 to 2,702 by fall 2014.

Indicator Name:

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

Indicator LaPAS PI Code: 15310

Type and Level: Outcome, 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 all enrolled students at LSUA.

Responsible for data collection, analysis, and quality

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

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 7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 54% to 61% by Fall 2014 (retention of Fall 2013 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 at LSUA

Indicator LaPAS PI Code: New

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.

Scope:

This indicator is the aggregate of LSUA.

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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

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 7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 54% to 61% by Fall 2014 (retention of Fall 2013 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 at LSUA

Indicator LaPAS PI Code: New

Type and Level: Outcome, 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 calculation is based on subtracting the respective retention rate from the Fall 2008 baseline year retention rate.

Scope:

This indicator is the aggregate of LSUA.

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?

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

Objective II.2:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same 4-year institution of initial enrollment by 7 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 31% to 38% by Fall 2014 (retention of Fall 2012 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 at LSUA.

Indicator LaPAS PI Code: New

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.

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 LSUA.

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.

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Louisiana State University at Alexandria
(318) 767-2603
rblalock@lsua.edu

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

Objective II.2:

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 7 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 31% to 38% by Fall 2014 (retention of Fall 2012 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 at LSUA.

Indicator LaPAS PI Code: New

Type and Level: Outcome, 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 calculation is based on subtracting the respective retention rate from the Fall 2007 baseline year retention rate.

Scope:

This indicator is the aggregate of LSUA.

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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

Objective II.3:

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 5% to 13% by 2014-15 (Fall 2007 cohort).

Indicator Name:

Percentage of students enrolled at LSUA 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: New

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 rate of the number of students in a cohort who graduate divided by the number of students in the cohort.

Validity, Reliability and Accuracy:

The student cohort data includes those students who entered a four-year institution six years earlier 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.

Scope:

This indicator is the aggregate of LSUA.

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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

Objective II.3:

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 5 % to 13% by 2014-15 (Fall 2007 cohort).

Indicator Name:

Number of students graduating at LSUA 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: New

Type and Level: Outcome, 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 rate of the number of students in a cohort who graduate divided by the number of students in the cohort.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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Calculation Methodology:

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

Scope:

This indicator is the aggregate of LSUA.

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?

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

Objective II.4:

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 328 in 2008-09 academic year to 342 in academic year 2013-14. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: New

Type and Level: Output

Rationale:

Part of the mission of LSUA 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 degrees awarded at LSUA.

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 at LSUA graduate during the particular academic 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUA

Objective II.4

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 328 in 2008-09 academic year to 342 in academic year 2013-14. 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: New

Type and Level: Outcome

Rationale:

Part of the mission of LSUA 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 degrees awarded at LSUA.

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

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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 at LSUA that graduate during the particular academic 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.

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