

Louisiana State University Alexandria

**Strategic Plan
FY 2014-2015 through FY 2018-2019**

**Revised
July 1, 2013**

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

Vision Statement:

LSUA envisions itself as a University of choice, recognized for academic excellence, committed to student and community growth through teaching, research, and service, and esteemed as a contributor to the economic, cultural, and intellectual growth of Louisiana.

Mission Statement:

As the only state-supported undergraduate university in Louisiana, LSUA's mission is to provide a broad spectrum of affordable undergraduate degrees in a robust academic environment that challenges students to excel and creates proactive and reciprocal relationships that meet the needs of the diverse student body and community that it serves.

Philosophy Statement:

I. Student Success

LSUA will become recognized as a University that excels at ensuring the academic success of its students. Ensuring such success is dependent upon a faculty and staff who care deeply for the goals and ambitions of students and who respect the multiple demands on students' lives. To reach the objectives requires an organizational culture that rewards strategic thinking which removes existing and potential barriers to student success.

- a. Students' rates of progression toward degree and graduation will equal or exceed those of peer universities and the expectations of the Louisiana Board of Regents.
- b. The Advising Center will work proactively with students, faculty advisers and academic departments to improve the academic advising process for all LSUA students.
- c. Articulation agreements with community and junior colleges will be improved and transfer of students into LSUA will be more easily facilitated; LSUA will pursue academic relationships and collaborations that complement its mission and contribute to the improvement of access and higher education attainment in Central Louisiana.
- d. The academic success rate of students in general education core courses will be improved.

II. Undergraduate Academic Experience

The undergraduate academic experience is the mainstay of the mission of LSUA. The quality of this experience must be palpable from the earliest encounter with the potential student to the student's placement after graduation. Curricula and related programmatic academic initiatives bear the initial mark of this quality; however, all undergraduate experiences must signal this quality.

- a. All academic curricula and programs will demonstrate currency and rigor.

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- b. LSUA will develop new undergraduate degree majors and programs that respond to student demands and employer needs.
- c. The general education core will reflect the legacy of the liberal arts and their relevance to professional studies of the 21st Century.
- d. As an institution that focuses on undergraduate student success, faculty research and scholarship will inform teaching.
- e. All academic curricula and programs will be regularly assessed against the highest standards and outcomes available, including graduation rates, employment placement and graduate school placement.
- f. The University will complete all objectives and implement all strategies delineated in its SACS Quality Enhancement Plan (2004).
- g. To complement the undergraduate academic experience, LSUA will enhance its career counseling, assist students with internship placements and prepare applicants for graduate and professional school admission.
- h. As a public undergraduate university, LSUA will explore the consequences of broader engagement in undergraduate research; enabling strategies will be designed and implemented.
- i. Service learning opportunities and the role of civic engagement in learning will be enhanced for both faculty and students.
- j. Internationalization of the curricula and the University will be pursued via a variety of vehicles; e. g. exchange agreements, curriculum infusion, travel-study courses, and collaborations with partner universities.
- k. The University will serve as a source for creative experiences and cultural growth for all of its students, faculty and staff.
- l. Operating within the selective standards applicable, LSUA will recruit and increase the enrollment of qualified first-time students, transfer students and adult learners.
- m. A modern university must prepare students to participate in a diverse world; LSUA will improve the diversity of its students, faculty, staff and curricula to reflect such a world.
- n. The Honors Program will become a showcase of rigor and challenge for a selected group of undergraduate students.

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III. Professional Growth and University Improvement

The demands on the modern university pivot on its ability to provide the highest quality education for the greatest value. LSU improvements in delivery of that education and in the value proposition are driven by a commitment to professional enrichment, organizational change and growth.

- a. Professional growth and development of faculty will continue to be a high priority so that teaching, learning and scholarship will continue to support student success and the mission of LSU.
- b. Development opportunities for staff members of LSU will continue and will be enhanced.
- c. The University will explore the feasibility of, and adopt, innovations in course and program delivery; examples may include additional online instruction, intersession course formats, off-site instruction and enhanced evening offerings.
- d. The University will seek means of supplementing revenues via self-sustaining auxiliary operations.
- e. A campus technology plan will be undertaken and completed by 2011.
- f. LSU will improve its enrollment management processes such that recruitment, admissions and financial assistance are collaborative and student-centered endeavors.
- g. Intra-university communication processes will optimize the use of technology while not losing the relational characteristics of LSU.
- h. Each department and unit of LSU will become a model for finding and adapting to best practice, wherever it may be found.
- i. The University will complete all of the objectives of its extant Title III Grant (2005-2010) and will assume all relevant responsibilities upon its conclusion.

IV. Vibrant University Life

A vibrant university community embraces and promotes its wholeness. Such wholeness is embodied in teacher-scholars who value and complement professional talents, in an organizational ethic that fosters integrity and trust, by a learning community of students and faculty who pursue learning, scholarship and service, and, by a community that welcomes alumni, friends, energetic athletic boosters, local and regional partners, and neighbors who collaborate in the LSU mission.

- a. University and campus life will be enhanced via dynamic and thoughtful initiatives; e. g.

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campus programming, intramural sports and recreational activities, Greek life, club sports and Student Government.

- b. LSUA will engage in practices and design policies that promote the health and wellbeing of the faculty, staff and students.
- c. University learning spaces for all students will be improved; e. g. classrooms, laboratories, group study space, seminar spaces.
- d. Opportunities for faculty, staff and students to volunteer service and expertise will be enhanced.
- e. Safety of all students, faculty, staff, residents and visitors on the LSUA campus and its immediate environs will remain a high priority.
- f. Strategies will be implemented to ensure maximum occupancy of The Oaks Residence Hall.
- g. Intercollegiate athletics will expand at a measured pace, provided sufficient resources are attainable and enthusiastic support is manifested.
- h. The University will design opportunities for guests, alumni, friends, and donors to enjoy the LSUA campus and capitalize on the breadth of its resources and educational sites.

V. Campus Quality

LSUA is located on a beautiful 200-acre tract adjacent to the LSU AgCenter Dean Lee Research and Extension Center and is anchored by ancient live oak trees. The mid-to-late 20th Century architecture will soon be complemented by the stunning design of the Multipurpose Academic Center. The structures, setting and environment speak to the mission of providing a high quality 21st Century undergraduate education in a setting that is conducive to learning, pleasant in which to work and teach and inviting to all.

- a. The high quality of the visual appeal, beauty and appearance of the LSUA campus will continue to be a high priority.
- b. The Campus Master Plan (2003) will be evaluated, assessed and revised as necessary.
- c. The Children's Center will assess its service model, adopt innovative processes and implement strategies to become a beacon of childcare excellence in Central Louisiana.
- d. Completion of the Multipurpose Academic Center in 2011 will transform the LSUA campus; a comprehensive utilization study of all LSUA facilities will be completed by 2012 so that campus building utilization is optimized.

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- e. A feasibility study regarding future needs of the James C. Bolton Library will be completed by 2011 and will inform subsequent renovations of the facility.

VI. Community Relationships and Outreach

LSUA has embraced its role as a regional catalyst by widening its presence in Central Louisiana and welcoming opportunities to partner with schools, governments, healthcare providers and area constituents. The University assumes its role as a public resource with deliberateness, with knowledge of the importance of reciprocal community relationships and a commitment to the future of Central Louisiana.

- a. LSUA will strengthen its relationships with alumni, former students, friends and supporters.
- b. Donor stewardship will be improved and, in collaboration with the LSUA Foundation, the donor base will be enhanced.
- c. A dynamic web presence will effectively communicate with, and reach out to, all of the relevant LSUA audiences.
- d. LSUA will work diligently with Central Louisiana schools to enhance their academic programs and enrich the professional development of school faculty.
- e. Each academic department will enlist the assistance and expertise of external regional professionals by forming and utilizing Advisory Councils.
- f. LSUA will partner with governmental entities and non-governmental organizations for the benefit of Central Louisiana's population.
- g. The Office of Continuing Education will reach out to regional businesses, organizations, and families to improve productivity, enhance effectiveness and provide for a higher quality of life.
- h. LSUA will leverage its position to improve the Central Louisiana economy, enhance its cultural environment and improve its quality of life.
- i. The multiple sites of LSUA will be utilized to the fullest extents possible so that its academic and service outreach is effectively and efficiently delivered.

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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 at Louisiana State University Alexandria by 1% from the baseline level of 2,675 in Fall 2009 to 2,702 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) at LSUA.

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

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

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

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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 2017 (retention of Fall 2015 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 students retained to the third year at LSUA.

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

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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 15% by 2017-18 (Fall 2010 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.

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Objective II.4: **Increase the total number of Baccalaureate degree completers in a given academic year from the baseline year number of 166 in 2008-09 academic year to 177 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.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 Baccalaureate completers at LSUA.
- Outcome: Percent change in number of Baccalaureate completers at LSUA 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:

LSUA primarily serves Central Louisiana and the Region 6 labor market. The program provides highly trained, college graduates for that area, the state of Louisiana, and the Nation.

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:

Declines in the number of secondary students in Central Louisiana and more stringent admission requirements will negatively impact enrollment in the coming years. In addition, competition from non-traditional (online) providers will also continue to have an impact.

III. 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 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

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

The Board of Regents is required by the state constitution to develop and make timely revision of a master plan for higher education. The goals and objectives in this Five-year strategic plan were derived in part from the Regents' revised Master Plan, which was adopted by the Board of Regents in March 2001. The development of the Master Plan included multi-constituent task forces and study groups, the use of consultants, and public hearings.

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

See Performance Indicator Documentation attached for each objective.

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, LSUA 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.

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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.
LSUA is compliant with EEO and other governing standards.

Person Responsible for completing this plan: Reed Blalock

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**Louisiana State University Alexandria
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1:

Increase fall 14th class day headcount enrollment at Louisiana State University Alexandria by 1% from the baseline level of 2,675 in Fall 2009 to 2,702 by Fall 2017.

Indicator Name:

Number of students enrolled in fall (as of 14th day) at Louisiana State University Alexandria

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. Data will be retrieved from the Board of Regents Statewide Student Profile System (SSPS). This system has been in existence for over 25 years.

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 at Louisiana State University Alexandria.

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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:

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**Louisiana State University Alexandria
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

Objective1.1:

Increase fall 14th class day headcount enrollment in the Louisiana State University Alexandria by 1% from the baseline level of 2,675 in Fall 2009 to 2,702 by Fall 2017.

Indicator Name:

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

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 the aggregate of all enrolled students at Louisiana State University Alexandria.

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:

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

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 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, Louisiana State University Alexandria.

Indicator LaPAS PI Code: 24527

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 LSUA 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 Louisiana State University Alexandria.

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:

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

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 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, Louisiana State University Alexandria

Indicator LaPAS PI Code: 24528

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 LSUA 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 Louisiana State University Alexandria.

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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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

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 7 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 31% to 38% 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, Louisiana State University Alexandria.

Indicator LaPAS PI Code: 24529

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 LSUA 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.

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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 Louisiana State University Alexandria.

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:

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

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 7 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 31% to 38% 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 at Louisiana State University Alexandria.

Indicator LaPAS PI Code: 24530

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 LSUA 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 Louisiana State University Alexandria.

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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.

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Program: Louisiana State University Alexandria

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 5% to 15% by 2017-18 (Fall 2010 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, Louisiana State University Alexandria.

Indicator LaPAS PI Code: 24531

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 within the allotted time divided by the number of students in a cohort.

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.

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Scope:

This indicator is the aggregate of Louisiana State University Alexandria.

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 retention at the same institution and does not include students who transfer to other institutions.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

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 5% to 15% by 2017-18 (Fall 2010 cohort).

Indicator Name:

Number 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, Louisiana State University Alexandria.

Indicator LaPAS PI Code: 24532

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 the number of graduates at LSUA that is used in the calculation of the LSUA graduation rate.

Validity, Reliability and Accuracy:

The student cohort data includes those students who entered a four-year institution six years 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 Alexandria
2014-2015 through 2018-2019 Strategic Plan**

Scope:

This indicator is the aggregate of Louisiana State University Alexandria.

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 retention at the same institution and does not include students who transfer to other institutions.

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**Louisiana State University Alexandria
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

Objective II.5:

Increase the total number of Baccalaureate completers in a given academic year from the baseline year number of 166 in 2008-09 academic year to 177 in academic year 2016-17. Students may only be counted once per award level.

Indicator Name: Total number of Baccalaureate completers.

Indicator LaPAS PI Code: new

Type and Level: Output

Rationale:

The mission of the LSUA 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 the sum of unique Baccalaureate degrees completers 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 is a summary of a unique student count of Baccalaureate completers at LSUA.

Scope:

This indicator is the aggregate of students at Louisiana State University Alexandria that graduate with a Baccalaureate 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.

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Alexandria

Objective II.5

Increase the total number of Baccalaureate completers in a given academic year from the baseline year number of 166 in 2008-09 academic year to 177 in academic year 2016-17. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: new

Type and Level: Outcome

Rationale:

The mission of LSU 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 the sum of unique Baccalaureate degree completers at LSU.

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 is summary of a unique student count of Baccalaureate completers at LSU.

Scope:

This indicator is the aggregate of students at Louisiana State University Alexandria that graduate with a Baccalaureate degree 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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