

Louisiana State University Eunice

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

**Revised
July 1, 2013**

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

Vision Statement:

To establish LSU Eunice as the model comprehensive two-year college in Louisiana through a total institutional commitment to quality, “state-of-the-art” education and student success in: degrees, transfer preparation, career education, adult/workforce education and customized business/industry training

Mission Statement:

The purpose of Louisiana State University Eunice is to serve the needs of its constituency in keeping with the mission of the overall Louisiana State University System. Specifically, LSU Eunice seeks to provide programs and services normally associated with a comprehensive two-year college. Accordingly, the role, scope, and mission statement for LSU Eunice, as promulgated in the “LSU at Eunice Strategic Plan: Blueprint for the Future” and approved by the LSU Board of Supervisors is as follows:

Louisiana State University Eunice, a member of the Louisiana State University System, is a comprehensive, open admissions institution of higher education. The University is dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual. To this end, Louisiana State University Eunice offers associate degrees, certificates and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional and professional areas for the benefit of a diverse population. All who can benefit from its resources deserve the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSU Eunice. In fulfillment of this mission, Louisiana State University Eunice strives to achieve the following:

1. Encourage traditional and nontraditional populations to take advantage of educational opportunities.
2. Create a learning environment which facilitates the integration of knowledge and the development of the whole person.
3. Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.
4. Provide programs which parallel four-year college and university courses, including special honors courses, which are directly transferable.
5. Prepare students to meet employment opportunities as determined by regional needs.
6. Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.
7. Provide the necessary support services to help students realize their maximum potential.
8. Create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area.

LSU Eunice will continue to serve the educational and cultural needs of its service area by offering necessary certificate and associate degree programs. Since high quality technical programs are crucial to economic development, the institution will continue to expand its relationship with local business and industry to identify area workforce needs. The institution

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will also work closely with four-year colleges in the area to further increase matriculation opportunities for its students. Public service activities will be undertaken to meet the needs of the service area and to raise the level of education and improve the quality of life for area citizens.

Philosophy Statement

Louisiana State University Eunice is committed to the principle that individuals should have the opportunity to develop themselves through education commensurate with their capabilities and interests. To this end, the University strives to provide educational programs and related services which reflect and respond to the diversified interests, aptitudes, talents, needs, and goals of its constituency.

VALUES

WORTH and DIGNITY of the INDIVIDUAL – We believe that all people are important and are to be treated with honesty and respect.

DIVERSITY – We believe that each employee and student is important, and we respect individuals from varied backgrounds and abilities.

QUALITY and PROFESSIONALISM – We expect and reward the highest standards of performance, competence and responsibility of students and employees.

PERSONAL/PROFESSIONAL and ORGANIZATIONAL DEVELOPMENT – We recognize and encourage the continuous development of the campus' students and employees, realizing the importance of growth and learning.

SHARED GOVERNANCE/INCLUSIVENESS – We value and encourage responsible participation in decision-making.

SERVICE and VOLUNTEERISM – We encourage and promote service to our local, regional and world communities.

COLLABORATION/PARTNERSHIP/LEADERSHIP – We value working with others through internal and external alliances to promote the development of the region/communities we serve.

ACCOUNTABILITY – We believe that students and employees share the responsibility for making educational experiences significant and meaningful. All areas within the college should have stated and understood expectations as well as a system of evaluation.

ADAPTABILITY – We encourage the willingness to respond to change and offer students the opportunity to prepare for the future, recognizing that planned and thoughtful innovation involves risk-taking. We encourage employees and students to create, develop and implement new ideas and improvements.

ETHICS – We expect integrity, truth and justice in our dealings with and service to each other.

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TECHNOLOGY – We recognize and value the application of modern technology to support current and enhanced instruction, service and institutional support functions and systems.

ACCESSIBILITY – We recognize as an open admissions campus our responsibility to both attract and provide services to a growing number of our area’s citizens.

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Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1. Decrease fall 14th class day headcount enrollment at LSU Eunice by -17.9% from the baseline level of 3,332 in Fall 2009 to 2,736 by Fall 2,017.

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

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

Performance Indicators:

Output: Number of students enrolled in fall (as of 14th day) in LSU Eunice

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

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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 __ percentage point from the Fall 2012 cohort (to Fall 2013) baseline level of __ to __% by Fall 2017 (retention of Fall 2016 cohort).

Objective II.1 Not Applicable to LSU Eunice

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

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

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

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

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

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

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

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

Performance Indicators:

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

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

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

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

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

Performance Indicators:

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

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

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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 ___ percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of ___% to ___% by Fall 2017 (retention of Fall 2015 cohort). N/A

Objective II.3 Not Applicable to LSU Eunice

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

- Strategy II.3.1:** Maintain outreach programs to retain students.
- Strategy II.3.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.3.3:** Have effective recruitment and hiring practices for administrators, faculty and staff.
- Strategy II.3.4:** Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.
- Strategy II.3.5:** Maintain mentoring, tutoring, and related programs.
- Strategy II.3.6:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.3.7:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

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

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

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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 for Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).**

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

Strategy II.4.1: Maintain outreach programs to retain students.

Strategy II.4.2: Maintain on-campus summer enrichment/transition programs.

Strategy II.4.3: Have effective recruitment and hiring practices for administrators, faculty and staff.

Strategy II.4.4: Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.

Strategy II.4.5: Maintain mentoring, tutoring, and related programs.

Strategy II.4.6: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy II.4.7: Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

Output: Percentage of students enrolled at a **2-Year** institution identified in a first-time, full-time, degree seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment

Outcome: Number of students graduating at a **2-Year** institution identified in a first-time, full-time, degree seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment

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Objective II.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 256 in 2008-09 academic year to 259 in academic year 2016-17. Students may only be counted once per award level.

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

- Strategy II.5.1:** Maintain outreach programs to retain students.
- Strategy II.5.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.5.3:** Have effective recruitment and hiring practices for administrators, faculty and staff.
- Strategy II.5.4:** Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.
- Strategy II.5.5:** Maintain mentoring, tutoring, and related programs.
- Strategy II.5.6:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.5.7:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

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

Outcome: Percent change in number of completers for all award levels in the Louisiana State University 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:

As a comprehensive, open admissions institution of higher education, Louisiana State University Eunice offers associate degrees, certificates, and continuing education programs as well as transfer curricula. Its clients include all the citizens in Louisiana who avail themselves of the numerous services provided by the university. The benefits derived from these services include improving the overall educational level of the citizenry, expanding workforce development, and enhancing job training and retraining.

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:

A list of external factors that are beyond the control of LSUE which could significantly affect the achievement of its goals includes:

The Administration

The current administration is very supportive of higher education. The support for higher education in general has been laudable. However, the governor of Louisiana is very influential and there is no guarantee that future administrations will be as supportive of higher education.

State Economy

At present, Louisiana's economy is relatively stable and becoming more diverse. However, even though the state's economy is not as vulnerable to downturns as it was in past decades, higher education's financial position will always be precarious as long as its funding is not guaranteed. Furthermore, as one of the lowest state-funded postsecondary institutions in the state, any reduction in state funding would have a very severe impact upon LSUE. An economic recession or depression would hit higher education particularly hard, since its funding is not protected by either constitution or statute.

The Federal Government

A significant amount of revenue flows from Washington, D.C. into Louisiana public postsecondary education. A change in policy at the federal level could have a dramatic impact on the following at LSUE: financial aid, student support services, research and experimentation, vocational programs, telecommunications (distance learning), vocational programs (Carl Perkins) and other programs.

Goal I: Increase Opportunities for Student Access and Success.

Louisiana State University Eunice was authorized by Act 74 of the 1964 Legislature to extend additional education facilities and opportunities to Southwest Louisiana as a basic and integral part of the LSU System. The governing body of the LSU System is the LSU Board of Supervisors. In October of 1993, the role, scope, and mission statement for LSUE was approved by the Louisiana Board of Regents. Furthermore, the Louisiana Board of Regents has planning, coordinating, and budgetary authority for all public higher education in Louisiana.

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Goal II: Ensure Quality and Accountability.

Louisiana State University Eunice was authorized by Act 74 of the 1964 Legislature to extend additional education facilities and opportunities to Southwest Louisiana as a basic and integral part of the LSU System. The governing body of the LSU System is the LSU Board of Supervisors. In October of 1993, the role, scope, and mission statement for LSUE was approved by the Louisiana Board of Regents. Furthermore, the Louisiana Board of Regents has planning, coordinating, and budgetary authority for all public higher education in Louisiana.

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

The goals and objectives in this five-year strategic plan were derived from the Board of Regents' Strategic Plan (2005-2009), LSUE's Strategic Plan: A Blueprint for the Future, and LSUE's Executive Planning Committee.

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, the Louisiana State University Eunice 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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IX. A statement regarding the Human Resource policies benefiting women and families.

Person Responsible for completing this plan:

Contact Person/s:

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Louisiana State University Eunice
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective1.1:

Decrease fall 14th class day headcount enrollment in the Louisiana State University Eunice by -17.9% from the baseline level of 3332 in Fall 2009 to 2736 by Fall 2017.

Indicator Name:

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

Indicator LaPAS PI Code: 15171

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 in the Louisiana State University Eunice .

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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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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective I.1:

Decrease fall 14th class day headcount enrollment in the Louisiana State University Eunice by -17.9% from the baseline level of 3,332 in Fall 2009 to 2736 by Fall 2017.

Indicator Name:

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

Indicator LaPAS PI Code: 15170

Type and Level: Outcome, Supporting

Rationale:

Recognition of the importance of Louisiana having an educated citizenry

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

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

Scope:

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

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 Eunice

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 1 percentage point from the Fall 2012 cohort (to Fall 2013) baseline level of ___% to ___% by Fall 2017 (retention of Fall 2016 cohort).

Objective II.1 Not Applicable to LSU Eunice

Indicator Name:

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

Indicator LaPAS PI Code: n/a

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

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institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

Scope:

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

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 Eunice

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 1 percentage point from the Fall 2012 cohort (to Fall 2013) baseline level of __ % to __% by Fall 2017 (retention of Fall 2016 cohort).

Objective II.1 Not Applicable to LSU Eunice

Indicator Name:

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

Indicator LaPAS PI Code: n/a

Type and Level: Outcome, Supporting

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

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

Scope:

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

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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:

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.2:

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

Indicator Name:

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

Indicator LaPAS PI Code: 24581

Type and Level: Output, Key

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

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

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

Scope:

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

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. This objective includes overly aggressive targets presented by Louisiana State University at Eunice under its GRAD Act agreement with the Board of Regents. The campus has requested that those targets be revisited. Once guidance is received, the objectives may need to be revised for the System as well.

Responsible Person:

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.2:

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

Indicator Name:

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

Indicator LaPAS PI Code: 24582

Type and Level: Outcome, Supporting

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

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

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

Scope:

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

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. This objective includes overly aggressive targets presented by Louisiana State University Eunice under its GRAD Act agreement with the Board of Regents. The campus has requested that those targets be revisited. Once guidance is received, the objectives may need to be revised for the System as well.

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.3: N/A

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 ___ percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of ___% to ___% by Fall 2017 (retention of Fall 2015 cohort).

Objective II.3 Not Applicable to LSU Eunice

Indicator Name:

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

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:

Louisiana State University Eunice
2014-2015 through 2018-2019 Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.3: N/A

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 ___ percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of ___% to ___% by Fall 2017 (retention of Fall 2015 cohort).

Objective II.3 Not Applicable to LSU Eunice

Indicator Name:

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

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

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 for Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).

Indicator Name:

Percentage of students enrolled at a **4-Year / 2-Year** institution identified in a first-time, full-time, degree seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment

Indicator LaPAS PI Code: 24583

Type and Level: Output, Key

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

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

Scope:

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

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.

This objective includes overly aggressive targets presented by Louisiana State University at Eunice under its GRAD Act agreement with the Board of Regents. The campus has requested that those targets be revisited. Once guidance is received, the objectives may need to be revised for the System as well.

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

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 for Two-Year Colleges (Fall 2005 Cohort) of 7.8% to 7.9% by 2017-18 (Fall 2013 cohort).

Indicator Name:

Number of students graduating at a **2-Year** institution identified in a first-time, full-time, degree seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment

Indicator LaPAS PI Code: 24584

Type and Level: Outcome, Supporting

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

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

Scope:

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

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.

This objective includes overly aggressive targets presented by Louisiana State University at Eunice under its GRAD Act agreement with the Board of Regents. The campus has requested that those targets be revisited. Once guidance is received, the objectives may need to be revised for the System as well.

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

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 256 in 2008-09 academic year to 259 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: 24585

Type and Level: Output, Key

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

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

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

Caveats:

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

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

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 256 in 2008-09 academic year to 259 in academic year 2016-17. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: 24586

Type and Level: Outcome, Supporting

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

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

Caveats:

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

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

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