

Revised, July 1, 2011

LOUISIANA STATE UNIVERSITY AT EUNICE

STRATEGIC PLAN (FY 2011-2012 through FY 2015-2016)

VISION

To establish LSU at 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

Louisiana State University at 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 at 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 LSUE.

In fulfillment of this mission, Louisiana State University at Eunice strives to achieve the following:

- Encourage traditional and nontraditional populations to take advantage of educational opportunities.
- Create a learning environment which facilitates the integration of knowledge and the development of the whole person.
- Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.
- Provide programs which parallel four-year college and university courses, including special honors courses, which are directly transferable.
- Prepare students to meet employment opportunities as determined by regional needs.
- Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.

- Provide the necessary support services to help students realize their maximum potential.
- Create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area.

PHILOSOPHY

Louisiana State University at Eunice is committed to the principle that individuals should have the opportunity to develop themselves through education commensurate with their abilities and interests. To this end, the University seeks to recruit the best qualified personnel available for its various programs and encourages the professional growth of its administrators, faculty, and staff as a continuous process. Additionally, the University strives to provide educational programs, resources, and supportive services which reflect and respond to the diversified interests, aptitudes, talents, needs and goals of its constituency and to measure the success of these efforts through a comprehensive “Institutional Effectiveness Program.”

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.

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.

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1. Increase fall 14th class day headcount enrollment at LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

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

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

Performance Indicators:

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

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

II. Goal: Ensure Quality and Accountability

Objective II.1: Increase/Decrease 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 points from the Fall 2008 cohort (to Fall 2009) baseline level of _____% to _____% by Fall 2014 (retention of Fall 2013 cohort).

N/A

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

- Strategy II.1.1:** Maintain outreach programs to retain students.
- Strategy II.1.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.1.3:** Have effective recruitment and hiring practices for administrators, faculty and staff.
- Strategy II.1.4:** Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.
- Strategy II.1.5:** Maintain mentoring, tutoring, and related programs.
- Strategy II.1.6:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.1.7:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

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

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

Objective II.2: Increase 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 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 54% by Fall 2014 (retention of Fall 2013 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 of first-time, full-time, associate degree-seeking freshmen retained to the second year at the same institution within LSU Eunice.

Objective II.3: Increase/Decrease 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 2014 (retention of Fall 2012 cohort).

N/A

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 ____CAMPUS____
- 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 ____CAMPUS____

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 institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 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

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 279 in academic year 2013-14. Students may only be counted once per award level.

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

Strategy II.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 at LSU Eunice

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU Eunice

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective1.1:

Increase fall 14th class day headcount enrollment at LSU Eunice by 2 % from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

Indicator Name:

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

Indicator LaPAS PI Code: 15170

Type and Level: Output, Key

Rationale:

Recognition of the importance of Louisiana having an educated citizenry

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is the aggregate of all enrolled students at LSU 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 headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person: Arlene Tucker

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU Eunice

Objective1.1:

Increase fall 14th class day headcount enrollment LSU Eunice by 2% from the baseline level of 3,332 in fall 2009 to 3,400 by fall 2014.

Indicator Name:

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

Indicator LaPAS PI Code: 15170

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.

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

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Responsible Person: Arlene Tucker

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU Eunice

N/A

II. Goal: Ensure Quality and Accountability

Objective I1.1:

Increase/Decrease 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 points from the Fall 2008 cohort (to Fall 2009) baseline level of ____% to ____% by Fall 2014 (retention of Fall 2013 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: _____

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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU Eunice

N/A

ObjectiveII.1:

Increase/Decrease 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 points from the Fall 2008 cohort (to Fall 2009) baseline level of ____% to ____% by Fall 2014 (retention of Fall 2013 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: _____

Type and Level: Outcome, Key

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU Eunice

Objective II.2:

Increase 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 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 54% by Fall 2014 (retention of Fall 2013 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 at LSU Eunice.

Indicator LaPAS PI Code: New

Type and Level: Output, Key

Rationale:

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

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of 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.

Scope:

This indicator is the aggregate of all campuses at LSU 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: Arlene Tucker

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU Eunice

Objective II.2:

Increase 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 3.7 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 50.3% to 54% by Fall 2014 (retention of Fall 2013 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 at LSU Eunice.

Indicator LaPAS PI Code: New

Type and Level: Outcome, Key

Rationale:

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

Use:

Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of 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.

Scope:

This indicator is the aggregate of all campuses at LSU 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: Arlene Tucker

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU Eunice

N/A

Objective1I.3:

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

Indicator Name:

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

Indicator LaPAS PI Code: _____

Type and Level: Output, Key

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

This number is calculated using the institutional classified cohort of degree seeking, first-time in college, full-time, students in a given fall which re-enroll the third fall semester at the same

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU Eunice

N/A

Objective II.3:

Increase/Decrease 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 2014 (retention of Fall 2012 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: ____

Type and Level: Outcome, Key

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU 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 institution (Fall 2005 Cohort) of 8 % to 15 % by 2014-15 (Fall 2010 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: New

Type and Level: Output, Key

Rationale:

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

Use:

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

Clarity:

The indicator is calculated as a 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.

Scope:

This indicator is the aggregate of all campuses at LSU 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.

Responsible Person: Arlene Tucker

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU 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 institution (Fall 2005 Cohort) of 8 % to 15% by 2014-15 (Fall 2010 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: New

Type and Level: Outcome, Key

Rationale:

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

Use:

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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:

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Calculation Methodology:

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

Scope:

This indicator is the aggregate of all campuses at LSU 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.

Responsible Person: Arlene Tucker

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU 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 279 in academic year 2013-14. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: New

Type and Level: Output

Rationale:

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 at LSU 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.

Responsible Person: Arlene Tucker

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU 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 279 in academic year 2013-14. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: New

Type and Level: Outcome

Rationale:

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.

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Responsible Person: Arlene Tucker