

Louisiana State University Eunice

Strategic Plan FY 2017-2018 through FY 2021-2022

Revised
July 1, 2016

Louisiana State University Eunice
2017-2018 through 2021-2022 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. Increase the fall headcount enrollment by 5% from the baseline level of 2,508 in Fall 2015 to 2633 by Fall 2020.

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

Strategy I.1.1: Implement the LSUE Strategic Enrollment Plan.

Strategy I.1.2: Expand partnership with Louisiana State University at Alexandria.

Strategy I.1.3: Strengthen the LSU Pathway Referral program.

Strategy I.1.4: Strategically expand online and distance learning modalities.

Strategy I.1.5: Expand dual and cross enrollment agreements with public school districts and among postsecondary institutions.

Strategy I.1.6: Develop a recruitment plan for HiSET/GED completers.

Strategy I.1.7: Develop the Collegiate Health Science Academy in cooperation with public education partners.

Strategy I.1.8: Evaluate institutional scholarship practices for support of access and retention.

Strategy I.1.9: Full implementation of Title IV waiver for dual enrollment students.

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, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.0 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 47.8% to 49.8% by Fall 2020 (retention of Fall 2019 cohort).

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

Strategy II.1.1: Implement the LSUE Strategic Enrollment Plan.

Strategy II.1.2: Strategically expand online and distance learning modalities.

Strategy II.1.3: Develop the Collegiate Health Science Academy in cooperation with public education partners.

Strategy II.1.4: Expand career services as part of course requirements within all programs.

Strategy II.1.5: Develop an early alert/academic support process.

Strategy II.1.6: Develop an attrition recovery/stop out program.

Strategy II.1.7: Strengthen higher education partnerships by insuring quality 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.

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Objective II.2: Maintain the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (Fall 2008 Cohort for all institutions) of 25.8% to 25.8% by 2019-20 (Fall 2013 cohort).

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

Strategy II.2.1: Implement a process to maximize upward transfer to LSU and other four-year institutions.

Strategy II.2.2: Implement a user friendly degree audit tracking system.

Strategy II.2.3: Maximize a course rotation and delivery options to ensure students have access to a robust number of courses during the annual schedule.

Strategy II.2.4: Utilize Competency Based Education, Advance Placement, CLEP, and Prior Learning Assessment to help students earn the maximum number of courses per year.

Strategy II.2.5: Evaluate and improve mentoring, tutoring, and advising policies.

Strategy II.2.6: Expand pathway opportunities for students to complete stackable academic credentials.

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.3: **Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 26 in 2014-15 to 30 in AY 2019-20. Students may only be counted once per award level.**

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

Strategy II.3.1: Align certificate programs directly to workforce and degree completion.

Strategy II.3.2: Target adult and non-traditional populations for certificate pathways.

Strategy II.3.3: Identify mandated industry certifications and align those certificates with state and national needs.

Performance Indicators:

Output: Total number of completers for 1-year Certificate award level.

Outcome: Percent change in number of completers for 1-year Certificate award level at Louisiana State University Eunice from the baseline year.

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Objective II.4: **Increase the total number of Associate completers in a given academic year from the baseline year number of 296 in 2014-15 to 310 in AY 2019-20. 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: Implement a First-Year Experience program.

Strategy II.4.2: Integrate national best practices into the LSUE advisement model.

Strategy II.4.3: Develop co-curricular and service learning opportunities for traditional, commuter, and distance learning students.

Strategy II.4.4: Develop an early alert process requiring mandatory academic support for at risk students.

Strategy II.4.5: Develop a completion capstone focused on career preparation.

Strategy II.4.6: Strengthen policy for institutional resignations and implement a stop-out program

Performance Indicators:

Output: Total number of completers for Associate award level at Louisiana State University Eunice.

Outcome: Percent change in number of completers for Associate award level at Louisiana State University Eunice from the baseline year.

In Compliance with Act 1465 of 1997, each strategic plan must include the following process:

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I. A brief, general description of how the strategic planning process was implemented.

Strategic planning at LSUE is guided by the overall goals and objectives of LSU and focuses on how LSUE can improve enrollment, retention, transfer and meet the needs of workforce. Senior leadership reviewed past performance indicators and developed the benchmarks to necessary to achieve future growth and meet the needs of our constituencies.

II. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

Louisiana State University Eunice is LSU's only two-year institution that provides access to and is vertically integrated with the flagship campus. LSUE is open admission and offers associate degrees, certificates, and continuing education programs as well as transfer curricula. Its clients include all Louisiana citizens who desire access to an LSU education. LSUE provides economic benefit to business and industry and to the State of Louisiana by developing a skilled workforce and producing high quality transfer students to four-year universities.

III. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

Louisiana High School/College Going Rate

After the 2017 high school class, the number of college ready high school graduates is predicted to decline for approximately four years. Competition among post-secondary institutions will likely increase as the traditional market shrinks. This market may have a negative influence on LSUE's ability to attract first-time, full-time in college students.

Louisiana State Funding/Appropriations

As the state legislature and political leadership work to address diminished revenue, higher education in general has experienced 8 years of reduced appropriations while working to increase enrollment and degree completion metrics. Any stabilization of appropriations will not reverse the effects of the cumulative funding cuts to date. Any further reduction in state appropriations will curtail progress and will place an already financially fragile university at risk.

Federal Policies

In 2016, national higher education policy has a direct impact on colleges and universities within each state. Various accountability and compliance measures require unfunded mandates to colleges and universities. Future federal legislation may have a greater negative impact on institutions in order to maintain compliance with federal guidelines.

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

The following statutory requirements and authorities are applicable to all of the goals below: Master Plan for Public Postsecondary Education, Board of Regents, State of Louisiana, March 2001, p.29; Louisiana Constitution of 1974, Article 8, §7; Louisiana Revised Statutes, 17:3216; Reaffirmation of Accreditation, Southern Association of Colleges and Schools, Commission on Colleges, 2014; 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.

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

LSUE maintains an ongoing cycle of planning and evaluation for the purposes of tracking institutional effectiveness and program improvement. Strategic planning utilizes information gathered in the annual reporting of progress made in achieving the learning and performance outcomes established in the planning process. LSUE's *Strategic Plan FY2017-2018 through FY2021-2022* was derived in part from LSU's Strategic Plan and is included in the overall goals and objectives for the entire LSU academic enterprise.

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.

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

Objective I.1:

Increase the fall headcount enrollment by 5% from the baseline level of 2,508 in Fall 2015 to 2,633 by Fall 2020.

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 educated citizens.

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 reported for LSU Eunice only.

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Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective I.1:

Increase the fall headcount enrollment by 5% from the baseline level of 2,508 in Fall 2015 to 2,633 by Fall 2020.

Indicator Name:

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

Indicator LaPAS PI Code: 15171

Type and Level: Outcome, Supporting

Rationale:

Recognition of the importance of Louisiana having educated citizens.

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is reported for LSU Eunice only.

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Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses 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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Goals and Objectives:

II. Goal: Ensure Quality and Accountability

Objective II.1:

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 2.0 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 47.8% to 49.8% by Fall 2020 (retention of Fall 2019 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: 24582

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 associate 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 associate degree seeking, first-time in college, full-time, students in a given fall which re-enroll the following fall semester at the

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

Scope:

This indicator is reported for LSU Eunice only.

Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses 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, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.0 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 47.8% to 49.8% by Fall 2020 (retention of Fall 2019 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 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. It does not reflect the total retention for the college.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is reported for LSU Eunice only.

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Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

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

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.2:

Maintain the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (Fall 2008 Cohort for all institutions) of 25.8% to 25.8% by 2019-20 (Fall 2013 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 systems 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.

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Scope:

This indicator is reported for Louisiana State University Eunice only.

Responsible for data collection, analysis, and quality

Each institution submits the SCS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SCS.

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:

Maintain the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (Fall 2008 Cohort for all institutions) of - 25.8% to 25.8% by 2019-20 (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: new

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 systems 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
2017-2018 through 2021-2022 Strategic Plan**

Scope:

This indicator is reported for LSU Eunice only.

Responsible for data collection, analysis, and quality

Each institution submits the SCS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SCS.

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:

Contact Person/s:

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**Louisiana State University Eunice
2017-2018 through 2021-2022 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.3:

Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 26 in 2014-15 to 30 in AY 2019-20. Students may only be counted once per award level.

Indicator Name: Total number of 1-year completers.

Indicator LaPAS PI Code: new

Type and Level: Output, Key

Rationale:

The mission of the LSU Eunice 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 reported for LSU Eunice only.

Responsible for data collection, analysis, and quality

Each institution submits the SCS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SCS.

**Louisiana State University Eunice
2017-2018 through 2021-2022 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
2017-2018 through 2021-2022 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.3:

Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 26 in 2014-15 to 30 in AY 2019-20. Students may only be counted once per award level.

Indicator Name: Total number of 1-year certificate completers.

Indicator LaPAS PI Code: new

Type and Level: Outcome, Supporting

Rationale:

The mission of the LSU Eunice 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. 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 reported for LSU Eunice only.

Responsible for data collection, analysis, and quality

Each institution submits the SCS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SCS.

Caveats:

**Louisiana State University Eunice
2017-2018 through 2021-2022 Strategic Plan**

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
2017-2018 through 2021-2022 Strategic Plan
PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.4:

Increase the total number of Associate completers in a given academic year from the baseline year number of 296 in 2014-15 to 310 in AY 2019-20. Students may only be counted once per award level.

Indicator Name: Total number of completers for the associate level.

Indicator LaPAS PI Code: new

Type and Level: Output, Key

Rationale:

The mission of the LSU Eunice 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 the total number of students awarded degrees as the associate level. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completer System.

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. The indicator will be reported at the end of the fourth quarter for the prior fiscal year. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

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

Scope:

This indicator is reported for LSU Eunice only.

Responsible for data collection, analysis, and quality

Each institution submits the SCS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SCS.

**Louisiana State University Eunice
2017-2018 through 2021-2022 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.

Responsible Person:

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**Louisiana State University Eunice
2017-2018 through 2021-2022 Strategic Plan**

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University Eunice

Objective II.4:

Increase the total number of Associate completers in a given academic year from the baseline year number of 296 in 2014-15 to 310 in AY 2019-20. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: new

Type and Level: Output, Supporting

Rationale:

The mission of the LSU Eunice 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 the total number of students awarded degrees as the associate level. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completer System.

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. The indicator will be reported at the end of the fourth quarter for the prior fiscal year. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

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

Scope:

This indicator is reported for LSU Eunice only.

Responsible for data collection, analysis, and quality

Each institution submits the SCS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SCS.

**Louisiana State University Eunice
2017-2018 through 2021-2022 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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