

# **Louisiana State University Shreveport**

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

**Revised**  
July 1, 2013

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

**Vision Statement:**

Louisiana State University in Shreveport, a premier regional comprehensive urban university recognized for excellence in teaching, scholarly activity, and service, will foster the principles that education is more than training, that wisdom is more than knowledge, and that service to the greater society is an obligation of each educated person.

**Mission Statement:**

The mission of Louisiana State University in Shreveport is to:

- Provide a stimulating and supportive learning environment in which students, faculty, and staff participate freely in the creation, acquisition, and dissemination of knowledge;
- Encourage an atmosphere of intellectual excitement;
- Foster the academic and personal growth of students;
- Produce graduates who possess the intellectual resources and professional and personal skills that will enable them to be effective and productive members of an ever-changing global community; and
- Enhance the cultural, technological, social, and economic development of the region through outstanding teaching, research, and public service.

**Philosophy Statement**

The mission of LSU in Shreveport will be accomplished through the efforts of faculty, staff, and students who take pride in their individual and shared accomplishments; who teach, learn and conduct research in an environment of high expectations, ethical values, and mutual respect; and who value and protect freedom of expression and inquiry. The university community values and promotes excellent teaching and accommodates differing learning styles in its efforts to help each student reach his or her full potential.

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**Goals and Objectives:**

**I. Goal: Increase Opportunities for Student Access and Success**

**Objective I.1.            Decrease fall 14<sup>th</sup> class day headcount enrollment in the Louisiana State University System by 4.0% from the baseline level of 4,635 in Fall 2009 to 4,450 by Fall 2017.**

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

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

**Performance Indicators:**

Output:            Number of students enrolled in fall (as of 14<sup>th</sup> day) in the Louisiana State University

Outcome:        Percent change in the number of students enrolled in fall (as of 14<sup>th</sup> day) in the Louisiana State University

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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 .05 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 64.8% to 65.3% by Fall 2017 (retention of Fall 2016 cohort).

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

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

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

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

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

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

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

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

**Performance Indicators:**

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

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 Louisiana State University Shreveport.

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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 \_\_\_ percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of \_\_\_% to \_\_\_% by Fall 2017 (retention of Fall 2016 cohort).**

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

**Objective II.2 Not Applicable to Louisiana State University Shreveport**

**Strategy II.2.1:**

**Performance Indicators:**

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

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

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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 .07 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 46.3% to 47.0% by Fall 2017 (retention of Fall 2015 cohort).**

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

**Strategy II.3.1:**        Maintain outreach programs to retain students.

**Strategy II.3.2:**        Maintain on-campus summer enrichment/transition programs.

**Strategy II.3.3:**        Have effective recruitment and hiring practices for administrators, faculty and staff.

**Strategy II.3.4:**        Develop/provide access to ACT preparation courses to increase eligibility for participation in TOPS program.

**Strategy II.3.5:**        Maintain mentoring, tutoring, and related programs.

**Strategy II.3.6:**        Develop partnerships with high schools to prepare students for postsecondary education.

**Strategy II.3.7:**        Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

**Performance Indicators:**

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

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 Shreveport.

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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 (Fall 2002 cohort for Four Year institution) of 20.1% to 26.6% by 2017-18 (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 4-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 4-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:**        **Decrease the total number of completers for all applicable award levels in a given academic year from the baseline year number of 633 in 2008-09 academic year to 625 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 Shreveport.

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

The principal clients and users of LSUS are the citizens—individual, corporate, governmental—of the Shreveport-Bossier Metropolitan area and Northwest Louisiana. Individuals (i.e., students) participate in credit and non-credit courses and programs to enhance their professional, cultural, and/or social lives. LSUS provides, through seminars and consulting, the intellectual capital of the information age to corporate and governmental organizations.

**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:**

LSUS, as all higher education institutions, is funded by a combination of state appropriations and self-generated funds (student tuition and fees). At the time this plan was published (June 30, 2010) the proposed budget for 2010-2011 indicates that the direct state appropriation level will be 32% of the total LSUS budget. This reflects a 25% drop when compared to the 2007-2008 (the year the last Strategic Plan for LSUS was submitted) budget. However, unfunded state and federal mandates (increased employee benefits, ADA requirements, etc.) continue to redirect budget resources to specific purposes, and restrict resources available to achieve the LSUS identified goals and objectives. Also, over 49% of the LSUS budget is self-generated and subject to the variations of student enrollment. Therefore, a decrease in student enrollment can precipitate a shortfall in expected revenues and create difficult budget problems that could interfere with progress toward the LSUS stated goals and objectives.

Additionally, Federal Stimulus funds have been available and offset some of the budget reductions for the previous year and account for 14% of the budget for the 2010-2011 year. These funds are not expected to be renewed beyond the 2010-2011 academic year. Over the past two years, LSUS has been subjected to midyear budget cuts totaling \$2.4 million. These cuts are annualized and the effects are permanent. The unstable State Budget and unpredictability of future cuts has created an environment where planning soon becomes irrelevant. Other constraints are related to increased admissions standards for four year institutions, strengthening of two community colleges in the Shreveport-Bossier area, and declining numbers of high school graduates. The existence of these community colleges for over 40 years has restricted the growth of LSU Shreveport and diluted the funding of higher education in the third largest metropolitan area of the State. Further, growth momentum was lost because of the 20 year long legislative restriction prohibiting residential facilities on the LSUS Campus. The lifting of the service area restriction by the Board Regents in 2008 has allowed uncontrolled and unnecessary competition and duplication of individual courses and undergraduate and graduate programs.

**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;

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United States District Court, Eastern District of Louisiana, Civil Action Number 80-3300,  
Section “A,” p.3 and pp. 20-23

I. Goal: Increase Opportunities for Student Access and Success.

LSUS, an institution of the higher education system, is authorized by Article VIII, Section 5 -13, et seq., and Title 17 of Louisiana Revised Statutes. LSUS was authorized by Act 41 of the 1964 Legislature (R.S.17:1511) as a two-year campus of Louisiana State University. Act 66 of the 1972 Legislature authorized LSUS to convert to a four-year institution (R.S.17:1511). The LA Grad Act signed into law during the 2010-2011 Legislative Session.

II. Goal: Ensure Quality and Accountability.

The LA Grad Act – signed into law during the 2010-2011 Legislative Session.

Louisiana State Outcome Goals Link: Each activity supports one or more State Outcome Goals, which are the outcomes that matter most to the citizens on Louisiana. Each operational objective advances at least one of the particular State Outcome Goal(s) that are supported by the program activity(ies). The nine State Outcome Goals are provided below. Complete descriptions for each are available at the following link under the heading —Request for Results||  
[http://www.doa.louisiana.gov/OPB/faf/faf-br\\_forms.htm](http://www.doa.louisiana.gov/OPB/faf/faf-br_forms.htm).

III. Goal: Contribute to the social, economic, and cultural well-being of the region and state through research, service and outreach.

The LA Grad Act – signed into law during the 2010-2011 Legislative Session.

Louisiana State Outcome Goals Link: Each activity supports one or more State Outcome Goals, which are the outcomes that matter most to the citizens on Louisiana. Each operational objective advances at least one of the particular State Outcome Goal(s) that are supported by the program activity(ies). The nine State Outcome Goals are provided below. Complete descriptions for each are available at the following link under the heading —Request for Results||  
[http://www.doa.louisiana.gov/OPB/faf/faf-br\\_forms.htm](http://www.doa.louisiana.gov/OPB/faf/faf-br_forms.htm).

**V. 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.

Performance-based budgeting (PBB) is budgeting that related funding to expected results. PBB is often referred to as managing for results. It is a process that relies heavily on strategic and operational planning, and performance accountability to build budgets.

Louisiana began its journey toward managing for results in 1987 which involved a transition from line item budgeting to program budgeting. The concept really began to take hold in both executive and legislative branches in 1995. Since that time, program budgeting has evolved into performance budgeting.

Act 1465 of the 1997 Regular Legislative Session (also called the Louisiana Government Performance and Accountability Act) mandates performance-based budgeting in the Executive Branch of Louisiana state government. There are now statutory requirements for strategic planning, operational planning, performance accountability, and performance reporting for all

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Executive Branch agencies (whether they are headed by statewide elected officials or officials appointed by the governor or another entity). Post-secondary institutions are included as well. In addition, a range of performance-based rewards and penalties has been established.

**VI. 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.

**VII. 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 Shreveport is a single program. Duplication of effort of more than one program is thus not applicable

**VIII. 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.

**IX. 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.

**X. A statement regarding the Human Resource policies benefiting women and families.**

**Person Responsible for completing this plan:**

**Contact Person/s:**

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**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Louisiana State University Shreveport

**Goals and Objectives:**

**I. Goal: Increase Opportunities for Student Access and Success**

**Objective I.1:**

Decrease fall 14th class day headcount enrollment in the Louisiana State University Shreveport by 4% from the baseline level of 4,635 in Fall 2009 to 4,450 by Fall 2017.

**Indicator Name:**

Number of students enrolled in fall (as of 14<sup>th</sup> day) in the Louisiana State University Shreveport

**Indicator LaPAS PI Code:** 15137

**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 Shreveport

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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: Recruitment staff, administrators, and faculty**

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**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Louisiana State University Shreveport

**Objective I.1:**

Decrease fall 14th class day headcount enrollment in the Louisiana State University Shreveport by 4% from the baseline level of 4635 in Fall 2009 to 4450 by Fall 2017.

**Indicator Name:**

Percent change in the number of students enrolled in fall (as of 14<sup>th</sup> day) in the Louisiana State University Shreveport

**Indicator LaPAS PI Code:** 15136

**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 Shreveport

**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: Recruitment Staff, Administrators, and Faculty.**

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**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Louisiana State University Shreveport

**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 0.05 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 64.8% to 65.3% by Fall 2017 (retention of Fall 2016 cohort).

**Indicator Name:**

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

**Indicator LaPAS PI Code:** 24587

**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 14<sup>th</sup> 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 Shreveport .

**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: Administrators, faculty/advisors**

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**Program:** Louisiana State University Shreveport

**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 .05 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 64.8% to 65.3% by Fall 2017 (retention of Fall 2016 cohort).

**Indicator Name:**

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

**Indicator LaPAS PI Code:** 24588

**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 14<sup>th</sup> 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 Shreveport .

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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: Administrators, Faculty/Advisors**

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**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Louisiana State University Shreveport

**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.

**Objective II.2 Not Applicable to Louisiana State University Shreveport**

**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.

**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:**

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**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Louisiana State University Shreveport

**Objective 1I.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.

**Objective II.2 Not Applicable to Louisiana State University Shreveport**

**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.

**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:**

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**Program:** Louisiana State University Shreveport

**Objective1I.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 0.7 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 46.3% to 47.0% by Fall 2017 (retention of Fall 2015 cohort).

**Indicator Name:**

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

**Indicator LaPAS PI Code:** 24589

**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 14<sup>th</sup> 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.

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

**Calculation Methodology:**

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

**Scope:**

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

**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: Administrators, Faculty/Advisors**

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

**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Louisiana State University Shreveport

**Objective 1I.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 0.7 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 46.3% to 47.0% by Fall 2017 (retention of Fall 2015 cohort).

**Indicator Name:**

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

**Indicator LaPAS PI Code:** 24590

**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 14<sup>th</sup> class day of the fall semester. It does not reflect the total retention for the college.

**Validity, Reliability and Accuracy:**

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

**Data Source, Collection and Reporting:**

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

**Calculation Methodology:**

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

**Scope:**

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

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

**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: Administrators, Faculty/Advisors**

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

**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Louisiana State University Shreveport

**Objective 1I.4:**

Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2002 cohort for Four Year institution) of 20.1% to 26.8% by 2017-18 (Fall 2010 cohort).

**Indicator Name:**

Percentage of students enrolled at a 4-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:** 24591

**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.

**Scope:**

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

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

**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:**

Administrators, faculty/advisors

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

**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** Louisiana State University Shreveport

**Objective 1I.4:**

Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2002 cohort for Four Year institution) of 20.1% to 26.8% by 2017-18 (Fall 2010 cohort).

**Indicator Name:**

Number of students graduating at a 4-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:** 24592

**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.

**Scope:**

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

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

**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:**

**Administrators, faculty/advisors**

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

**PERFORMANCE INDICATOR DOCUMENTATION**

Program: Louisiana State University Shreveport

**Objective II.5:**

Decrease the total number of completers for all applicable award levels in a given academic year from the baseline year number of 633 in 2008-09 academic year to 625 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:** 24593

**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 Shreveport that graduate during the particular fiscal year.

**Louisiana State University Shreveport  
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.

**Responsible Person:**

Administrators, faculty/advisors

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

Program: Louisiana State University Shreveport

**Objective II.5**

Decrease the total number of completers for all applicable award levels in a given academic year from the baseline year number of 633 in 2008-09 academic year to 625 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:** 24594

**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 Shreveport 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.

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**Responsible Person:  
Administrators, faculty/advisors**