



**Strategic Enrollment Plan for the LAPAS reporting System
FY 2020-2021 through 2024-2025**

Division of Strategic Initiatives
One University Place
Shreveport, LA 71115

Louisiana State University Shreveport
Strategic Enrollment Plan for LAPAS reporting System (2020-21 through
2024-25)

Mission Statement

The mission of LSU Shreveport is to:

- **Educate** a diverse population of graduate and undergraduate students by promoting critical thought and student development through creative techniques and active learning.
- **Engage** in regional and global thought leadership through community collaboration and service.
- **Innovate** and foster opportunities to enhance the application of knowledge and intellectual discovery through faculty and student research and creative endeavors.

LSU Shreveport is committed to the following:

1. Student Success
2. Academic Excellence
3. Faculty & Staff Development
4. Community Engagement
5. Cultural Enrichment

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1. Increase fall 14th class day headcount enrollment at LSUS by 35% from the baseline level of 7,036 in fall 2018 to 9,500 by fall 2023.

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 online learning activities.

Strategy I.1.3: Comply with state and federal regulations for access to programs and services to citizens with disabilities.

Strategy I.1.4: Have effective dual enrollment agreements with local high schools.

Strategy I.1.5: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy I.1.6: Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

Output: Number of students enrolled in fall (as of 14th day) at LSUS.

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

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 4 percentage points from the Fall 2017 cohort (to Fall 2018) baseline level of 64% to 68% by Fall 2023 (retention of Fall 2022 cohort).

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

Strategy II.1.1: Maintain retention and 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: Maintain mentoring, tutoring, and related programs.

Strategy II.1.5: Develop partnerships with high schools to prepare students for postsecondary education.

Performance Indicators:

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

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

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 4 percentage points from the Fall 2016 cohort (to Fall 2018) baseline level of 46% to 50% by Fall 2023 (retention of Fall 2021 cohort).

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

- Strategy II.2.1:** Maintain retention and outreach programs to retain students.
- Strategy II.2.2:** Maintain on-campus summer enrichment/transition programs.
- Strategy II.2.3:** Have effective recruitment and hiring practices for administrators, faculty and staff.
- Strategy II.2.4:** Maintain mentoring, tutoring, and related programs.
- Strategy II.2.5:** Develop partnerships with high schools to prepare students for postsecondary education.

Performance Indicators:

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

Objective II.3: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2011 cohort for Four Year institution) of 38% to 42% by 2022-2023 (Fall 2016 cohort).

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

Strategy II.3.1: Maintain retention and 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: Maintain mentoring, tutoring, and related programs.

Strategy II.3.5: Develop partnerships with high schools to prepare students for postsecondary education.

Strategy II.3.6: Maintain effective advising strategies.

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: Percentage point change 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

Objective II.4: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1,316 in 2017-18 academic year to 1,625 in academic year 2022-23. Students may only be counted once per award level.

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

- Strategy II.4.1:** Maintain retention and 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:** Maintain mentoring, tutoring, and related programs.
- Strategy II.4.5:** Develop partnerships with high schools to prepare students for postsecondary education.
- Strategy II.4.6:** Develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.
- Strategy II.4.7:** Maintain effective advising strategies.

Performance Indicators:

- Output: Total number of completers for all award levels at LSUS.
- Outcome: Percent change in number of completers for all award levels at LSUS from the baseline year.

LSU Shreveport

Strategic Enrollment Plan for LAPAS System

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

Strategic enrollment planning is guided by the analysis of past data, and market data as developed by the Office of Institutional Research. This information is shared across campus and senior leadership determines, with the input from faculty, staff, and students, the direction on which strategies to adopt to build enrollment. Data is frequently reported to the leadership team and campus deans in order to develop new strategies if benchmarks are not being met.

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:

LSU Shreveport is one of the institutions constituting the LSU system. Offering undergraduate and graduate degrees, as well as a doctoral degree it is a comprehensive university serving the needs of those in the NWLA region and beyond. LSUS produces quality graduates who have an immediate impact in the local workforce; faculty and staff who are active in the local community, and have faculty who contribute to their field with innovative research.

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

Several factors could affect the achievement of the enrollment goals, and are not limited, but most likely to be among the following:

- 1) Drops in funding from the state and a likewise a decrease in the support services offered to help students complete degree programs
- 2) Shift in demographics/skill level of students in the region who are “college-ready”
- 3) Change to Federal and state policies affecting aid for students attending college

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, 2004; Minutes, Louisiana State University Board of Supervisors, October 24, 1991; United States District Court, Eastern District of Louisiana, Civil Action Number 80-3300, Section “A,” p.3 and pp. 20-2

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

LSUS maintains an ongoing cycle of planning and evaluation for the purposes of program improvement. Strategic planning requires an annual reporting of progress made in achieving strategic goals as demonstrated through performance measures. The evaluation process allows for new objectives and strategies to be developed to further progress toward the desired strategic outcomes.

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, LSUS 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 indicators is used in management decision making and other agency processes.

See performance indicator documentation attached for each performance indicator.

Contact Person Responsible for Completing this Plan:

Name: Dr. Julie Lessiter

Title: Vice Chancellor, Strategic Initiatives

Telephone: (318) 795-4238

Email: jlessite@lsus.edu

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUS

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1:

Increase fall 14th class day headcount enrollment at LSUS by 35% from the baseline level of 7,036 in fall 218 to 9,500 by fall 2023.

Indicator Name:

Number of students enrolled in fall (as of 14th day) at LSUS.

Indicator LaPAS PI Code: 15311

Type and Level: Output, Key

Rationale:

Recognition of the importance of Louisiana having an educated citizenry

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

SSPS data is gathered and calculated/verified by the Louisiana Board of Regents. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

The calculation is based on how many students are enrolled at the last census date of a semester, traditionally for the fall semester. The Regents SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

Scope:

This indicator is the aggregate of all enrolled students at LSUS.

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: The LSUS Office of Institutional Research will be responsible for checking the data presented by the BOR.

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUS

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUS

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 4 percentage points from the Fall 2017 cohort (to Fall 2018) baseline level of 64% to 68% by Fall 2023 (retention of Fall 2022 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.

Indicator LaPAS PI Code: _____

Type and Level: Output, Key

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is the aggregate of all students at LSUS.

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: The LSUS Office of Institutional Research will be responsible for checking the data presented by the BOR.

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUS

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 4 percentage points from the Fall 2017 cohort (to Fall 2018) baseline level of 64% to 68% by Fall 2023 (retention of Fall 2022 cohort).

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUS

Objective II.2:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 4 percentage points from the Fall 2016 cohort (to Fall 2018) baseline level of 46% to 50% by Fall 2023 (retention of Fall 2021 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 at LSUS.

Indicator LaPAS PI Code: _____

Type and Level: Output, Key

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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Calculation Methodology:

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

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

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This indicator is the aggregate of all students at LSUS.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUS

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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 fourth quarter. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:

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

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUS

Objective II.3:

Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) – baseline year rate (Fall 2011 cohort for Four Year institution) of 38% to 42% by 2022-2023 (Fall 2016 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: _____

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 IPEDS national database. Each campus is responsible for the reporting and reliability of the data reported to IPEDS.

Calculation Methodology:

Graduation Rate is calculated by dividing the number of first time, full time graduates to the original cohort within a six-year time period from the first fall semester of enrollment.

Scope:

This indicator is the aggregate of all students at LSUS.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to IPEDS.

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

The reader must understand that this indicator reflects success only of those students in the cohort of first-time in college full-time freshmen who began in a fall semester and does not include the majority of graduates at LSUS.

Responsible Person: The LSUS Office of Institutional Research.

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSUS

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Program: LSUS

Objective II.4:

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1,316 in 2017-18 academic year to 1,625 in academic year 2022-23. Students may only be counted once per award level.

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

Indicator LaPAS PI Code:

Type and Level: Output

Rationale:

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

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completer System. This system has been in existence for over 25 years. The indicator will be reported for the prior academic year at the end of the fourth quarter. The number of completers exhibits an upward trend but oscillates greatly from year to year.

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is the aggregate of all students at LSUS that graduate during the particular fiscal year.

Caveats:

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

Responsible Person: The LSUS Office of Institutional Research will be responsible for checking the data presented by the BOR.

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This indicator is the aggregate of all students at LSUS that graduate during the particular fiscal year.

Caveats:

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

Responsible Person: The LSUS Office of Institutional Research will be responsible for checking the data presented by the BOR.