LOUISIANA STATE UNIVERSITY

STRATEGIC PLAN

FY 2023-2024 through FY 2027-2028

Revised July 1, 2022

Louisiana State University Agricultural and Mechanical College
2023-2024 through 2027-2028 Strategic Plan

Louisiana State University Strategic Plan

Vision Statement: As the flagship institution of the state, the vision of Louisiana State University is to be a leading research-extensive university, challenging undergraduate and graduate students to achieve the highest levels of intellectual and personal development.

Mission Statement: Designated as a land-, sea-, and space-grant institution, the mission of Louisiana State University (LSU) is the generation, preservation, dissemination, and application of knowledge and cultivation of the arts. In implementing its mission, LSU is committed to offering a broad array of undergraduate degree programs and extensive graduate research opportunities designed to attract and educate highly-qualified undergraduate and graduate students; employing faculty who are excellent teacher-scholars, nationally competitive in research and creative activities, and who contribute to a world-class knowledge base that is transferable to educational, professional, cultural and economic enterprises; and using its extensive resources to solve economic, environmental and social challenges.

Philosophy Statement: LSU is recognized as the state's premier research university by the Board of Regents' Master Plan for Public Postsecondary Education. It is the only Southern Regional Education Board Four-Year I University in Louisiana, it is one of only 107 public institutions classified by the Carnegie Foundation as a Doctoral University – Very High Research Activity, and it is a land-, sea-, and space-grant institution. The federal judiciary has also recognized LSU's unique role, stipulating in the 1994 desegregation Settlement Agreement that LSU "shall continue to be recognized as Louisiana's flagship state institution and its only comprehensive research institution. LSU shall continue to have the greatest number of graduate and research programs and selective admissions criteria."

Because of its role, scope, and mission, and because of the degree of selectivity in admissions on both the undergraduate and graduate levels (a degree of selectivity unequaled among the public institutions of higher education in Louisiana), LSU must serve the entire state of Louisiana by providing bachelor's, master's, and doctoral programs comparable to those afforded to the citizens of other states at their flagship institutions of higher education.

It is this institution's conviction, accordingly, that LSU will best serve the citizens of Louisiana by pursuing its goal of being recognized nationally as one of the leading public universities in the South and as one of the top public universities in the nation; that it can model the highest aspirations of higher education as a learner-centered, faculty and staff supportive, research intensive, diverse university, with a continuous commitment to public service; and that it must continue to lead public higher education in Louisiana in undergraduate education, graduate and professional education, research, service, and economic development.

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1. **Increase fall headcount enrollment by 3.7% from the baseline level of 37,129 in fall 2021 to 38,500 by fall 2026.**

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

Other Link: Master Plan for Postsecondary Education.

Strategy I.1.1: Expand recruiting to attract more high-achieving undergraduate and graduate students.

Strategy I.1.2: Improve outreach programs to recruit more minority students.

Strategy I.1.3: Develop recruitment materials to increase the number of transfer students enrolling at LSU.

Strategy I.1.4: Increase dual enrollment participation with public school districts and develop more cross-enrollment agreements with postsecondary institutions.

Strategy I.1.5: Extend LSU's inventory of online degree programs (distance learning activities).

Strategy I.1.6: Continue to develop partnerships with high schools to prepare students for postsecondary education.

Strategy I.1.7: Continue to develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Performance Indicators:

Output: Number of students enrolled in fall (full term).

Outcome: Percent change in the number of students enrolled in fall (full term).

II. Goal: Ensure Quality and Accountability

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 1.6 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 83.4% to 85.0% by fall 2026 (retention of fall 2025 cohort).

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

Other Link: Master Plan for Postsecondary Education

Strategy II.1.1: Increase student retention by offering additional first-year support programs to improve student learning.

Strategy II.1.2: Implement effective policies to improve retention and graduation rates.

Strategy II.1.3: Expand on-campus summer enrichment and transition programs.

Strategy II.1.4: Enhance the experience of first-year undergraduates through continuing development of the residential college program and other initiatives.

Strategy II.1.5: Continue to monitor the Comprehensive Academic Tracking System (CATS) to ensure that undergraduates are progressing toward graduation.

Strategy II.1.6: Expand mentoring, tutoring, service-learning, and teaching assistant training programs.

Performance Indicators:

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

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

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 1.9 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 75.1% to 77.0% by fall 2026 (retention of fall 2024 cohort).**

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

Other Link: Master Plan for Postsecondary Education

Strategy II.2.1: Increase student retention by creating a challenging learning environment for students.

Strategy II.2.2: Implement effective policies to improve retention and graduation rates.

Strategy II.2.3: Continue to assess and address factors involved in student retention rates.

Strategy II.2.4: Enhance the experience of second-year undergraduates through development of sophomore year programs.

Strategy II.2.5: Continue to monitor the Comprehensive Academic Tracking System (CATS) to ensure that undergraduates are progressing toward graduation.

Strategy II.2.6: Expand mentoring, tutoring, service-learning, and teaching assistant training programs.

Strategy II.2.7: Have effective recruitment, hiring, and development practices for administrators, faculty, and staff.

Performance Indicators:

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

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

Objective II.3: **Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2014 cohort for all institutions) of 72.2% to 74.0% by 2025-26 (Fall 2019 cohort).**

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

Other Link: Master Plan for Postsecondary Education

Strategy II.3.1: Increase student retention by creating a challenging learning environment for students.

Strategy II.3.2: Implement effective policies to improve retention and graduation rates.

Strategy II.3.3: Continue to assess and address factors involved in student retention rates.

Strategy II.3.4: Continue to monitor the Comprehensive Academic Tracking System (CATS) to ensure that undergraduates are progressing toward graduation.

Strategy II.3.5: Expand mentoring, tutoring, service-learning, and teaching assistant training programs.

Strategy II.3.6: Have effective recruitment, hiring, and development practices for administrators, faculty, and staff.

Performance Indicators:

Output: Percentage of students enrolled at a 4-year institution identified in a first-time, full-time, baccalaureate degree seeking cohort, graduating within 150% of "normal" time of degree completion from any public state institution.

Outcome: Number of students enrolled at a 4-year institution identified in a first-time, full-time, baccalaureate degree seeking cohort, graduating within 150% of "normal" time of degree completion from any public state institution.

Objective II.4: **Increase the total number of baccalaureate degree completers in a given academic year from the baseline year number of 4,665 in 2020-21 academic year to 5,300 in academic year 2025-26. Students may only be counted once per award level.**

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

Other Link: Master Plan for Postsecondary Education

Strategy II.4.1: Increase student retention by creating a challenging learning environment for students.

Strategy II.4.2: Implement effective policies to improve retention and graduation rates.

Strategy II.4.3: Continue to assess and address factors involved in student retention rates.

Strategy II.4.4: Continue to monitor the Comprehensive Academic Tracking System (CATS) to ensure that undergraduates are progressing toward graduation.

Strategy II.4.5: Expand mentoring, tutoring, service-learning, and teaching assistant training programs.

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

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

Strategy II.4.8: Have effective recruitment, hiring, and development practices for administrators, faculty, and staff.

Performance Indicators:

Output: Total number of completers for baccalaureate level.

Outcome: Percent change in number of completers for baccalaureate level from the baseline year.

Objective II.5: **Increase the total number of graduate degree completers in a given academic year from the baseline year number of 2,098 in 2020-21 academic year to 2,200 in academic year 2025-26. Students may only be counted once per award level.**

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

Other Link: Master Plan for Postsecondary Education

Strategy II.5.1: Enhance graduate student recruitment to ensure highly qualified and motivated students admitted to LSU graduate programs.

Strategy II.5.2: Implement effective policies and procedures to improve admission, retention and program completion.

Strategy II.5.3: Continue to assess and address factors involved in graduate student retention rates.

Strategy II.5.4 Increase funding for graduate teaching and research assistantships.

Performance Indicators:

Output: Total number of completers for graduate level.

Outcome: Percent change in number of completers for graduate level from the baseline year.

Objective II.6: **Increase the total number of undergraduate degree completers age 25+ in a given academic year from the baseline year number of 382 in 2020-21 academic year to 500 in academic year 2025-26.**

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

Other Link: Master Plan for Postsecondary Education

Strategy II.6.1: Create articulation agreements with community colleges and high schools to offer seamless learner pathways into LSU system of institutions.

Strategy II.6.2: Develop employer and industry partnerships and align programming to address skill needs and career outcomes.

Strategy II.6.3: Refine and implement student-friendly policies for transfers, credit for prior learning, and other advanced standing mechanisms so no credit goes to waste.

Strategy II.6.4: Maximize Average Credit Hour (ACH) in UG programs to ensure students are moving through their program and graduating in a timely manner.

Strategy II.6.5: Train administrators, faculty, and staff on effective and efficient recruitment/retention practices for online. (Administrative perspective).

Performance Indicators:

Output: Total number of undergraduate completers age 25+.

Outcome: Percent change in number of undergraduate completers age 25+ from the baseline year.

Objective II.7: **Increase the total number of minority degree completers in a given academic year from the baseline year number of 1,425 in 2020-21 academic year to 1,700 in academic year 2025-26. Students may only be counted once per award level.**

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

Other Link: Master Plan for Postsecondary Education

Strategy II.7.1: Provide minority students with summer programs that offer students the opportunity to become adjusted to academic, personal, and social challenges at LSU.

Strategy II.7.2: Provide assistance at every stage of the undergraduate experience including intensive academic, personal, and career counseling.

Strategy II.7.3: Promote opportunities that assist with diversity in life experiences, cultures and perspectives represented in academia for low-income, first generation, and ethnically underrepresented students.

Strategy II.7.4: Create a structured environment conducive to building the fundamental skills necessary to enhance the likelihood of successful completion of a baccalaureate degree.

Performance Indicators:

Output: Total number of minority completers for all levels.

Outcome: Percent change in number of minority completers for all levels from the baseline year.

Louisiana State University Agricultural and Mechanical College
2023-2024 through 2027-2028 Strategic Plan

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

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

Strategic planning at LSU is currently guided by the LSU Strategic Plan 2025, an extension of the initial National Flagship Agenda, which focuses on how the University can improve its research and educational enterprise to make it more nationally competitive. According to the University's core values of collegiality and open dialogue, this agenda is the culmination of discussions and debates among the faculty, staff, students, and friends of the University. To measure progress, the University has selected a group of national research universities as peers and will benchmark its performance relative to theirs. The agenda further recognizes that, as a public institution, LSU must be accountable and accessible, always demonstrating that it uses its resources wisely and efficiently.

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's instructional programs include 248 undergraduate degrees, graduate/professional degrees, and graduate certificates. The University attracts about 17 percent of the state's total enrollment in higher education, and LSU students come from many ethnic and religious backgrounds. The student body consists of more than 35,000 students from 50 states and over 100 foreign countries. Since its first commencement in 1869, LSU has awarded more than 298,000 degrees. The University produces about 24 percent of Louisiana's baccalaureate graduates, approximately 17 percent of the master's degrees, and about 53 percent of the doctoral degrees. The university has over 1,500 full-time and part-time faculty members--approximately 85 percent of whom have terminal degrees. The University's success in the leveraging of state funds to obtain federal dollars represents a good investment of taxpayers' money. At any given time more than 1,200 active sponsored research projects are in progress. Additionally, faculty and staff members and graduate students pursue numerous research projects that are not sponsored by outside agencies. LSU annually brings in grants and contracts from federal, state, and private sources with 2018-19 expenditures of approximately $296 million --a significant factor for the Louisiana economy. The University Libraries comprise the largest research library in the state and provide services for LSU faculty, students, and staff and for state, parish, and school libraries.

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:

All of the listed performance goals for LSU depend greatly on state funding. Attainment of the goals are contingent on full funding of the State's TOPS program and State funding at a level that at minimum supports the annual increases in state mandated costs/inflation. Other external factors that could significantly affect the attainment of its goals and objectives are new demands, requirements, and/or changes in federal and state statutes, rules and regulations; new or changed criteria for accreditation by regional or specialized accrediting agencies; and changes in the rules and regulations of governing boards. In addition, University funding is dependent upon economic changes on the local, state, national, and/or international levels. Federal and state appropriations may vary depending upon these economic fluctuations and are subject to the special priorities and/or targeted programs corresponding to legislative initiatives.

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. 20-23

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

LSU 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, LSU 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1:
Increase fall 14th full term headcount enrollment by 3.7% from the baseline level of 37,129 in fall 2021 to 38,500 by fall 2025.

Indicator Name:
Number of students enrolled in fall (full term).

Indicator LaPAS PI Code: 15352

Type and Level: Output, Key

Rationale:
LSU is committed to improving the educational attainment of the Louisiana 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 full time 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 three times annually, in the fall, spring, and summer. For this indicator, fall data 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:
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 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/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 other than potential external factors as stated in Section III above. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective I.1:
Increase fall full term headcount enrollment by 3.7% from the baseline level of 37,129 in fall 2021 to 38,500 by fall 2026.

Indicator Name:
Percent change in the number of students enrolled in fall (full term).

Indicator LaPAS PI Code: 15353

Type & Level: Outcome, Supporting

Rationale:
LSU is committed to improving the educational attainment of the Louisiana 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 full time 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 three times annually, in the fall, spring, and summer. 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 Regents SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change.

Scope:
This indicator is reported for LSU 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/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 other than potential external factors as stated in Section III above. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

II. Goal: Ensure Quality and Accountability

Objective II.1:
Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 1.6 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 83.4% to 85.0% by fall 2026 (retention of fall 2025 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: 24438

Type & Level: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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.

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 three times annually, in the fall, spring, and summer. 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 who 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 reported for LSU 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/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 other than potential external factors as stated in Section III above. 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: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.1:
Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 1.6 percentage points from the fall 2020 cohort (to fall 2021) baseline level of 83.4% to 85.0% by fall 2026 (retention of fall 2025 cohort).

Indicator Name:
Percentage point change in the 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: 24439

Type & Level: Outcome, Supporting

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students but also to retaining 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.

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 three times annually, in the fall, spring, and summer. 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 calculation is based on subtracting the respective retention rate from the fall 2021 baseline year retention rate.

Scope:
This indicator is reported for LSU 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/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 other than potential external factors as stated in Section III above. 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: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 1.9 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 75.1% to 77.0% by fall 2026 (retention of fall 2024 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.

Indicator LaPAS PI Code: 24440

Type & Level: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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.

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 three times annually, in the fall, spring, and summer. 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 who 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 reported for LSU 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/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 other than potential external factors as stated in Section III above. 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: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

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 1.9 percentage points from the fall 2019 cohort (to fall 2021) baseline level of 75.1% to 77.0% by fall 2026 (retention of fall 2024 cohort).

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

Indicator LaPAS PI Code: 24441

Type & Level: Outcome, Supporting

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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.

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 three times annually, in the fall, spring, and summer. 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 calculation is based on subtracting the respective retention rate from the baseline year retention rate.

Scope:
This indicator is reported for LSU 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/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 other than potential external factors as stated in Section III above. 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: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.3:
Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline year rate (fall 2014 cohort for all institutions) of 72.2% to 74.0% by 2025-26 (fall 2019 cohort).

Indicator Name:
Percentage of students enrolled in a first-time, full-time, degree seeking cohort, graduating within 150% of "normal" time of degree completion from any public state institution.

Indicator LaPAS PI Code: 24442

Type & Level: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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:
LSU will report its individual graduation rate, while the system will report an aggregate rate.

Validity, Reliability and Accuracy:
The student cohort data includes those students who entered a four-year institution six years earlier and reflects how many and what percentage graduated from any public state institution.

Data Source, Collection and Reporting:
Data will be retrieved from the Board of Regents' Statewide Completers System (SCS) and Statewide Student Profile System (SSPS). 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:
Graduation rate is calculated by dividing the number from an entering cohort who earn a baccalaureate degree within six years by the number in the original cohort.

Scope:
This indicator is reported for LSU 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/systems 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 other than potential external factors as stated in Section III above. The reader must understand that this indicator reflects the baccalaureate graduation rate all Louisiana public institutions and includes students who transfer to other institutions.

Responsible Person: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.3:
Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline year rate (fall 2014 cohort for all institutions) of 72.2% to 74.0% by 2025-26 (fall 2019 cohort).

Indicator Name:
Percentage point change in the percentage of students enrolled in a first-time, full-time, degree seeking cohort, graduating within 150% of "normal" time of degree completion from any public state institution.

Indicator LaPAS PI Code: New

Type & Level: Output, Supporting

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining 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:
LSU will report its individual graduation rate, while the system will report an aggregate rate.

Validity, Reliability and Accuracy:
The student cohort data includes those students who entered a four-year institution six years earlier and reflects how many and what percentage graduated from any public state institution.

Data Source, Collection and Reporting:
Data will be retrieved from the Board of Regents' Statewide Completers System (SCS) and Statewide Student Profile System (SSPS). 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 calculation is based on subtracting the respective graduation rate from the baseline year graduation rate.

Scope:
This indicator is reported for LSU 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/systems 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 other than potential external factors as stated in Section III above. The reader must understand that this indicator reflects the baccalaureate graduation rate all Louisiana public institutions and includes students who transfer to other institutions.

Responsible Person: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.4:
Increase the total number of baccalaureate degree completers in a given academic year from the baseline year number of 4,665 in 2020-21 academic year to 5,300 in academic year 2025-26. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: 24444

Type: Output, Key

Rationale:
The mission of LSU 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:
This indicator is the total number of students awarded degrees at the baccalaureate 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 Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal 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 baccalaureate award level offered at the institution.

Scope:
This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.4:
Increase the total number of baccalaureate degree completers in a given academic year from the baseline year number of 4,665 in 2020-21 academic year to 5,300 in academic year 2025-26. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: New

Type: Outcome, Supporting

Rationale:
The mission of LSU 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:
This indicator is the total number of students awarded baccalaureate degrees. 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 Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal year. The indicator will be reported at the end of the fourth quarter for the prior fiscal year.

Calculation Methodology:
This indicator will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change.

Scope:
This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.5:
Increase the total number of graduate degree completers in a given academic year from the baseline year number of 2,098 in 2020-21 academic year to 2,200 in academic year 2025-26. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: 26179

Type: Output, Key

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

Use:
Increasing the number of individuals with advanced college degrees 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:
This indicator is the total number of students awarded degrees at the graduate 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 Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal 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 graduate level offered at the institution.

Scope:
This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Roy Haggerty

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.5:
Increase the total number of graduate degree completers in a given academic year from the baseline year number of 2,098 in 2020-21 academic year to 2,200 in academic year 2025-26. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: New

Type: Outcome, Supporting

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

Use:
Increasing the number of individuals with advanced college degrees 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:
This indicator is the total number of students awarded graduate degrees. 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 Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal year. The indicator will be reported at the end of the fourth quarter for the prior fiscal year.

Calculation Methodology:
This indicator will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change.

Scope:
This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Roy Haggerty

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.6:
Increase the total number of undergraduate degree completers age 25+ in a given academic year from the baseline year number of 382 in 2020-21 academic year to 500 in academic year 2025-26.

Indicator Name:
Total number of undergraduate completers age 25+.

Indicator LaPAS PI Code: New

Type: Output, Key

Rationale:
The mission of LSU 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:
This indicator is the total number of students age 25+ awarded undergraduate degrees. Students may only be counted once per institution within a fiscal year.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal 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 undergraduate completers age 25+ at the institution.

Scope:
This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Kappie Mumphrey

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.6:
Increase the total number of undergraduate degree completers age 25+ in a given academic year from the baseline year number of 382 in 2020-21 academic year to 500 in academic year 2025-26.

Indicator Name:
Percentage change in the number of undergraduate completers age 25+ from the baseline year.

Indicator LaPAS PI Code: New

Type: Outcome, Supporting

Rationale:
The mission of LSU 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:
This indicator is the total number of undergraduate degree completers age 25+. 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 Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal year. The indicator will be reported at the end of the fourth quarter for the prior fiscal year.

Calculation Methodology:
This indicator will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change.

Scope:
This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Kappie Mumphrey

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.7:
Increase the total number of minority completers in a given academic year from the baseline year number of 1,425 in 2020-21 academic year to 1,700 in academic year 2025-26. Students may only be counted once per award level.

Indicator Name:
Total number of minority completers at all levels.

Indicator LaPAS PI Code: New

Type: Output, Key

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

Use:
Increasing the number of individuals with college degrees 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:
This indicator is the total number of minority students awarded degrees at all levels. 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 Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal 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 minority completers at all levels offered at the institution.

Scope:
This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Jose Aviles

PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.7:
Increase the total number of minority degree completers in a given academic year from the baseline year number of 1,425 in 2020-21 academic year to 1,700 in academic year 2025-26. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: New

Type: Outcome, Supporting

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

Use:
Increasing the number of individuals with college degrees 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:
This indicator is the total number of minority students awarded degrees. 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 Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal year. The indicator will be reported at the end of the fourth quarter for the prior fiscal year.

Calculation Methodology:
This indicator will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change.

Scope:
This indicator is reported for LSU only.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Jose Aviles