

LOUISIANA STATE UNIVERSITY

STRATEGIC PLAN

FY 2020-2021 through FY 2024-2025

Revised July 1, 2019

**Louisiana State University Agricultural and Mechanical College
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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

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Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1. Increase fall headcount enrollment by 11.0% from the baseline level of 31,543 in fall 2018 to 35,000 by fall 2023.

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 mat 0 1 1r 615s5312 792 reW*BT/F1 151d 0 1 209.2t f(0)TJET@.00

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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 1.3 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 83.7% to

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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 1.6 percentage points from the fall 2016 cohort (to fall 2018) baseline level of 73.4% to 75.0% by fall 2023 (retention of fall 2021 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.

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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 2011 cohort for all institutions) of 69.7% to 70.0% by 2022-23 (Fall 2016 cohort).

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Objective II.5: Increase the total number of graduate degree completers in a given academic year from the baseline year number of 1,804 in 2017-18 academic year to 2,000 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

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:

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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 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

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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-
-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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective I.1:

Increase fall full term headcount enrollment by 11.0% from the baseline level of 31,543 in fall 2018 to 35,000 by fall 2023.

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:

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 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.

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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 1.3 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 83.7% to 85.0% 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: 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 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.

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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 sub

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: Matthew Lee

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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 1.3 percentage points from the fall 2017 cohort (to fall 2018) baseline level of 83.7% to 85.0% by fall 2023 (retention of fall 2022 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 92 reW*ñBT/F1 12 Tf1 0 0 1 41

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Responsible for data collection, analysis, and quality

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Responsible Person: Matthew Lee

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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 1.6 percentage points from the fall 2016 cohort (to fall 2018) baseline level of 73.4% to 75.0% by fall 2023 (retention of fall 2021 cohort).

Indicator Name:

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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 1.6 percentage points from the fall 2016 cohort (to fall 2018) baseline level of 73.4% to 75.0% by fall 2023 (retention of fall 2021 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 t

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.

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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

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: Matthew Lee

**Louisiana State University Agricultural and Mechanical College
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PERFORMANCE INDICATOR DOCUMENTATION

Program: LSU

Objective II.3:

Increase the institutional statewide graduation rate (defined as a student completing an award within) from the baseline year rate (fall 2011 cohort for all institutions) of 69.7% to 70.0% by 2022-23 (fall 2016 cohort).

Indicator Name:

Percentage of students enrolled in a first-time, full-time, degree seeking cohort, graduating within any public state institution.

Indicator LaPAS PI Code: 24443

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 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 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.

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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

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: Matthew Lee

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PERFORMANCE INDICATOR DOCUMENTATION

Program: 32iwt4r nBn792 re F2 12 Tf1 0 0 1 426.91 731.04 Tm0 g0 G{)JT

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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 1,804 in 2017-18 academic year to 2,000 in academic year 2022-23. 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:

Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:

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.

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Program: LSU

Objective II.5:

Increase the total number of graduate degree completers in a given academ

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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?