

LSU AGRICULTURAL CENTER

**UPDATED
STRATEGIC PLAN**

**FY 2023-24
TO FY 2027-28**

LSU AGRICULTURAL CENTER

UPDATED STRATEGIC PLAN FISCAL YEAR 2023-2024 TO FY 2027-2028

VISION STATEMENT: Agricultural and natural resource industries, as well as rural and urban areas, will continue to be influenced by major economic and social trends such as globalization, changing consumer tastes and preferences, environmental concerns, and communication and computer technologies. In the future these industries will need to employ rapidly changing technology to maintain a competitive position in markets dominated by environmental, health and safety concerns and the international arena. Increasing income in many developing countries will provide new markets for high valued processed products which can originate anywhere in the world.

Rural and urban areas

GOALS:

I.

**Louisiana State University Agricultural Center
Primary Persons Benefiting from Each Objective**

Objective Number	Description	Persons Benefiting
Objective I.1		

Louisiana State University Agricultural Center Principal Clients and Users

KEY SERVICES	DESCRIPTION	STAKEHOLDERS		
		CUSTOMERS	COMPLIERS	OTHER STAKEHOLDERS
Agricultural Research	Through basic and applied research, identifies and de33345.9mli etnd			

LSU Agricultural Center Statutory Authority

In 1887, the U.S. Congress enacted the Hatch Act which established a system of experiment stations at the Land Grant institutions "to promote scientific investigation and experimentation ... bearing directly on and contributing to the establishment and maintenance of a permanent and effective [agricultural] industry ..."

An Experiment Station was established on Louisiana State University property in 1886 with funding from the State Department of Agriculture and administered by the university's agricultural college. The Louisiana Agricultural Experiment Station (LAES) was established by the Legislature in 1887.

In 1914, the U.S. Congress passed the Smith-Lever Act which provided that agricultural extension work be carried out in connection with the Land Grant institutions "to aid in diffusing among the people of the United States useful and practical information ... and to encourage the application of the same ..."

The Louisiana Legislature agreed to the Smith-Lever Act in 1914 and a formal Memorandum of Understanding between the President of Louisiana State University and the Secretary of Agriculture established the Agricultural Extension Service, now known as the Louisiana Cooperative Extension Service (LCES).

In 1971, a special committee of the Board of Supervisors of Louisiana State University, charged with the comprehensive management study of the LSU System, reported "... the committee has been impressed by the extent of the statewide activities and responsibilities of the Agricultural Experiment Station and the Cooperative Extension Service now operated by the Baton Rouge campus. We are also impressed by the outstanding national and international programs conducted by these units ... it has become apparent to the committee that these agricultural activities of the LSU System should have an identity separate from any one of the campuses. Therefore, this committee recommends that the University establish a Center for Agricultural Sciences headquartered in Baton Rouge with research and extension operations through the state."

The Board of Supervisors, following those recommendations, established the **Center for Agricultural Sciences and Rural Development** in August 1972. At its November 1982 meeting, the Board of Supervisors changed the name of the Center to **Louisiana State University Agricultural Center**.

Appendix C

LEGAL CITATIONS:

State:

Constitution of 1974, Article VIII, Section 7;

LA R.S. 17:1421 - 1974

Act 313 - 1975

Act 83 - 1977

Act 52 - 1978

Act 971 - 1985

Act 19 2002

Federal:

Hatch Act, as amended - 1887

Smith-Lever Act - 1914

McIntire-Stennis Act, as amended - 1962

National Agricultural Research,

Extension,

and Teaching Policy Act - 1977

LSU Agricultural Center Program Evaluation

The ongoing planning activities within the LSU Agricultural Center are grounded in the philosophy outlined and embodied in the vision and mission statements for the organization. Solution-focused problem solving is the objective of the research and education programs of the LSU Agricultural Center. Fundamental to this objective is the continuing input by stakeholders in the planning activities of the LSU Agricultural Center. Over time, mechanisms have been developed within the research and educational programs to ensure that programs receive continual input from stakeholders. The aggregation of these inputs is the basis for the goals and objectives

Planning activities within the educational programs for the Louisiana Cooperative Extension Service (LCES) start with advisory committees at the parish level that discuss the needs and problems in their parishes as a precursor to the development of programs to meet those needs. Each parish develops a plan of work in response to those needs and in concert with the goals and objectives of the organization. That information is then transmitted to administration and research and extension professors. Industry representatives and agents work with AgCenter faculty to develop strategic plans for the state to address the needs and concerns of the industry. Subsequently, the state program of work is developed, and resources are allocated to address clientele needs. The program of work results in the development and delivery of educational programs to address needs identified. The programs of work are developed for a four-year period. At the end of that period, a survey of clientele is used to assess the impact of the programs and determine the adoption rate of various recommended practices. Periodically, outside groups are called upon to assess the status of major programs and provide advice for program direction and allocation of resources. Additionally, the needs and concerns of clientele are shared with researchers and other industry groups. Results of the outcome evaluations are transmitted back to local advisory committees in order to assist them in planning parish programs. The continuity of the program evaluation cycle allows the LSU Agricultural Center to constantly address new and emerging needs of the clientele and stay focused on priority concerns of Louisiana agriculture, families, and youth.

The broad, programmatic research objectives is an aggregation of the specific, scientific research objectives contained in The research projects are generally prepared and approved for a three- to five-year time horizon. A complete understanding of how total program objectives are formulated requires an understanding of the planning process that leads to the development of the specific, scientific objectives that are contained in each individual research project. That planning process includes input from internal and external sources, from peer scientists and program leaders, from stakeholders and users of the research findings, and from LSU Agricultural Center program administrators.

Appendix D

Internal research planning inputs originate from a number of formalized activities, including internal peer reviews of research projects by LAES scientists and other internal professional group meetings. These activities operate as follows. Although currently in transition, more than thirty ACE groups have been in place. Most of them are organized around commodities of economic importance to Louisiana; however, some are organized around specific scientific or problem areas. Other groups are organized in the same way. The purpose of these groups is to bring together scientists, specialists, and field agents from various locations and disciplines, which have a common commodity/science interest, to discuss contemporary problems, needed
ves as well
as to identify opportunities for additional extension educational outreach. There are generally multiple meetings per year that provide collegial input into the research and extension outreach plans of participating LSU AgCenter Faculty members.

As scientists prepare their individual research projects, a critical step in the process is an internal scientific peer review. The proposed research project, consisting of a title, objectives, justification, literature review, procedures, and a timetable, is distributed to approximately five to eight peer AgCenter scientists, and an appropriate subject matter leader. The peer review process occurs each time a new research project is initiated by a scientist. Because projects are approved for three- to five-year time periods, each
- to five-year
intervals.

External inputs are valued and are taken very seriously. They are obtained from a diverse assembly of commodity groups, boards, commissions, agencies, etc., who are users of the findings of the research projects that are of interest to them. Many commodity groups (stakeholders) who use AgCenter research results make valuable

from peers and stakeholders into logical, complementary, and collaborative research and educational programs that follow the outlined strategies and address the stated objectives.

The LSU AgCenter has implemented human resource policies that benefit women and families. In June 2006 the LSU Board of Supervisors adopted a report on human resource management titled *An Agenda for Change: Gaining Competitive Advantage Through Strategic Human Resource Management* which became a LSU System wide policy. The Paid Time Off (PTO) program within this policy is an example of the benefits for

LSU Agricultural Center Indicator Documentation

Foreword

Nontraditional education programs (adult and youth) conducted through the LSU Agricultural Center do not fit the traditional performance measures, such as graduation rates, normally associated with the formula campuses, since these programs do not result in credit hours or degrees. The only meaningful performance measures would have to be related to the knowledge, awareness, skills, attitudes, and behavioral changes, which would result from participation in these programs. Likewise, the research program produces findings which surface in terms of impact or outcome measures over time, and generally as part of an overall bundle of practices, tools and/or techniques. These characteristics of LSU Agricultural Center programs make it very difficult and, in many cases impossible, to identify measures that are reflective of performance since the research and public services activities are integrated and ongoing as far as results. Therefore, the indicated outcome performance measures are suggestive at best.

Several of the indicators are used more than once in this plan. In each case, the data for the indicator applies only to the data for the particular objective it measures.

Performance Indicator Documentation

Program: Louisiana State University Agricultural Center

Objective: To maintain and support the competitiveness and sustainability of renewable natural resource-based industries (agriculture, forestry and fisheries) by maintaining the average adoption rate for recommended best management practices developed by research and delivered through extension. (Objective I)

Indicator name: Average adoption rate for recommendations

1. **Type and Level:** Outcome
2. **Rationale:** Measures the percentage of customers adopting the methods, cultural and management practices recommended through the research, and educational programs of the LSU Agricultural Center.
3. **Use:** Adoption of recommended practices is a measure of the effectiveness of teaching customers to use information generated by research. Indicator

Performance Indicator Documentation

Program: Louisiana State University Agricultural Center

Objective: To facilitate the development of an effective and informed community citizenry by maintaining club memberships and participation in 4-H youth development programs within the extension service. (Objective II)

Indicator name: Number of 4-H members and participants

1. **Type and Level:** Output
2. **Rationale:** Measures the number of youth educated via extension programs.
3. **Use:** Used to measure the effectiveness of the 4-H program in reaching Louisiana youth. Indicator will be used for internal management purposes as well as for performance-based budgeting purposes.
4. **Clarity:** 4-H is the youth outreach program of the land-grant university. More than simply a club for youth, it is an educational delivery system to help youths and their families improve their lives. Methods include school enrichment programs, special interest programs and individual study. These are co-

Performance Indicator Documentation

Program: Louisiana State University Agricultural Center

Objective: To facilitate the development of an effective and informed community citizenry by maintaining club memberships and participation in 4-H youth development programs within the extension service. (Objective II)

Indicator name: Percent Change in Number of 4rships and participation in

Performance Indicator Documentation

Program: Louisiana State University Agricultural Center

Objective: To facilitate the development of an effective and informed community citizenry by maintaining membership club memberships and participation in 4-H youth development programs within the extension service. (Objective II)

Indicator name: Number of volunteer leaders

1. **Type and Level:** Input
2. **Rationale:** Measures the additional human resources available to expand programs and youth contact.
3. **Use:** Used as a measure of the effectiveness of field agents in recruiting assistance in program development and measures the value placed on the program by local area citizens.
4. **Clarity:** Volunteer leaders are unpaid local adult citizens who teach and coordinate educational programs for youth under direction of an extension professional.
5. **Validity, Reliability and Accuracy:** The Office of the Legislative Auditor conducted a performance measured audit dated October 15, 2003.
6. **Data Source, Collection, and Reporting:** Field agents are surveyed annually using USDA form ES-237 to document the participation of volunteers. Data is reported annually, after the end of the federal fiscal year for reporting in November.
7. **Calculation methodology:** Summary of reports submitted.
8. **Scope:** Indicator aggregated or disaggregated - N/A
9. **Caveats:** N/A
10. **Responsible Person:** LCES 4-H Youth Development

Performance Indicator Documentation

Program: Louisiana State University Agricultural Center

Objective: To facilitate the development of an effective and informed community citizenry by maintaining membership club memberships and participation in 4-H youth development programs within the extension service. (Objective II)

Indicator name: Number of 4-H participants in community service activities

1. **Type and Level:** Outcome
2. **Rationale:** This number measures the effectiveness of programs in teaching youth to get involved in their community.
3. **Use:** Used as a measure of the effectiveness of the 4-H program in developing a sense of responsibility for others.
4. **Clarity:** Community service activities are social and environmental activities such as cleanups of parks and wat -a-
5. **Validity, Reliability and Accuracy:** The Office of the Legislative Auditor conducted a performance measured audit dated October 15, 2003.
6. **Data Source, Collection, and Reporting:** A survey of field agents is conducted to request the numbers participating in community service activities. Data is reported annually, after the end of the federal fiscal year for reporting in November.
7. **Calculation methodology:** Summarize reports.
8. **Scope:** Indicator aggregated or disaggregated - N/A.
9. **Caveats:** N/A
10. **Responsible Person:** LCES 4-H Youth Development

Performance Indicator Documentation

Program: Louisiana State University Agricultural Center

Objective: To implement nutrition, health, family and community development

Performance Indicator Documentation

Program: Louisiana State University Agricultural Center

Objective: To implement nutrition, health, family and community development programs to enhance the quality of life of Louisiana citizens. (Objective III)

Indicator name: Number of educational programs

1. **Type and Level:** Output
2. **Rationale:** Measures the level of Extension exposure in the community.
3. **Use:** To evaluate the level and extent of LCES delivery of the educational programs of the LSU Agricultural Center.
4. **Clarity:** Educational programs consist of meetings and group contacts to teach nutrition, parenting, and resource management concepts conducted by extension professionals.
5. **Validity, Reliability and Accuracy:** The Office of the Legislative Auditor conducted a performance measured audit dated October 15, 2003.
6. **Data Source, Collection, and Reporting:** Personnel report daily activity via the LSU AgCenter Planning and Reporting System (PARS). Data on meetings is collected monthly from the field and summarized into an annual report each July.
7. **Calculation methodology:** Computer summarization of educational meetings by objective.
8. **Scope:** Indicator aggregated or disaggregated - N/A
9. **Caveats:** Measures quantity, but not quality.
10. **Responsible Person:** Organization Development and Evaluation.

LSU Agricultural Center Avoidance of Duplication of Effort

In Act 1465 of the 1997 Regular Session, paragraph 31.C(7), requires an explanation of how duplication of effort shall be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy. The LSU Agricultural Center comprises only one program. The LSU Agricultural Center is an unduplicated higher education campus of agricultural research and extension in the state of Louisiana.