



Southeastern Louisiana University

FIVE-YEAR STRATEGIC PLAN

FY 2011-2012 through FY 2015-2016

July 1, 2011

**NAME OF INSTITUTION
THE UNIVERSITY OF LOUISIANA SYSTEM**

Strategic Plan FY 2011-2012 through FY 2015-2016

Vision Statement: Vision 2015, Southeastern's strategic plan, supports the University's Role, Mission, and Scope Statement. Developed by the University's Planning Council, the strategic plan is regularly tracked, measured, and assessed. The seven strategic priorities, vision statements, and strategies include:

Strategic Priority 1. To provide competitive educational opportunities that attract diverse well-prepared students who progress and graduate

Southeastern attracts a diverse, well-prepared student body through reputation, geographic location, and creative marketing approaches. Using technology resources and support programs, students make viable degree program choices and progress in a timely manner toward graduation. Completion of undergraduate and graduate degree programs, success in the job market, and acceptance into graduate programs are indicators of success.

Strategic Priority 2. To provide relevant curricula and an intellectually stimulating environment Students at Southeastern engage in challenging degree programs in an atmosphere of student excellence. Educational opportunities extend beyond the confines of the classroom through programs such as undergraduate research, learning communities, service learning and international study. Southeastern's safe, friendly, and inclusive campus culture encourages educational activities and dialogue that promote an understanding and appreciation of individual differences.

Strategic Priority 3. To facilitate lifelong learning that meets the ever-changing educational and cultural needs of our community

Southeastern addresses the lifelong learning of individuals by offering a broad array of non-degree educational programs and cultural activities. The University's timely response to the unique and changing needs of our region moves learning beyond the traditional classroom. Southeastern embraces active partnerships that leverage collaborative opportunities.

Strategic Priority 4. To recruit, retain, develop, and engage a diverse and well-qualified faculty and staff Southeastern recruits a talented and diverse workforce. The University promotes and supports collegiality, participation, and empowerment of and among employees. Southeastern provides positive working environments that maximize ability and productivity while appreciating individual differences. The University publicly acknowledges the success of faculty and staff and provides the opportunity for active participation in professional organizations and scholarly disciplines. The University provides competitive salaries to all employees and rewards outstanding performance.

Strategic Priority 5. To increase, diversify, and manage funding effectively Southeastern generates and allocates the resources necessary to achieve our strategic goals and to support technological advancement. The University receives an equitable distribution of state appropriations among institutions of higher learning. Creative fund raising campaigns provide substantial public support. Other funding sources include grants and sponsored programs, continuing education opportunities, and entrepreneurial ventures.

Strategic Priority 6. To promote the University's excellence clearly and accurately Southeastern's public image is well established and recognized both internally and externally for its excellence. The University communicates this excellence to regional, state, national, and international audiences through institutionally integrated and aggressive marketing and public relations plans. All members of the University community project and share their pride in Southeastern's

Strategic Priority 7. To enhance and effectively utilize a progressive technological infrastructure Southeastern remains on the forefront of evolving technologies. Recognizing that advanced technology is an integral component of all academic and administrative activity, state-of-the-art information delivery systems and academic computing resources are available to all faculty, staff, and students. A contemporary, reliable, and consistent technological foundation is fundamental to the operations of Southeastern.

Mission Statement: The mission of Southeastern Louisiana University is to lead the educational, economic and cultural development of southeast Louisiana.

Philosophy Statement: The philosophy of Southeastern Louisiana University is based on the core values of Excellence, Scholarship, Integrity, Diversity, Service, and Caring.

Goals and Objectives:

Goal I: To Increase Opportunities for Student Access

Objective I.1: Maintain the fall 14th class day headcount enrollment at Southeastern Louisiana University at the Fall 2009 baseline level of 15,160 through Fall 2014.

Links: State Outcome Goals -- Youth Education, Diversified Economic Growth

Children's Budget Link: Not applicable

Human Resource Policies Beneficial to Women and Families Link: Not applicable

Other Links: (TANF, Tobacco Settlement, Workforce Development Commission, or Other: Closely linked to objective in Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students.

Strategy I.1.2: Develop collaborations with two-year schools to increase transfer rates.

Strategy I.1.3: Enter into dual/cross/concurrent enrollment collaborations with community colleges.

Strategy I.1.4: Develop need-based scholarship program to improve access and to encourage attendance.

Strategy I.1.5: Implement or enhance initiatives geared towards improving graduation and retention rates.

Performance Indicators:

Output: Number of students enrolled (as of the 14th class day) at Southeastern Louisiana University

Outcome: Percent change in the number of students enrolled (as of the 14th class day) at Southeastern Louisiana University

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

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 2 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 67.5% to 69.5% by Fall 2014 (retention of Fall 2013 cohort)

Links:

State Outcome Goals: Youth Education, Diversified Economic Growth

Children’s Budget Link: Not applicable

Human Resource Policies Beneficial to Women and Families Link: Not applicable

Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

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 the percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

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 3.6 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 51.2% to 54.8% by Fall 2014 (retention of Fall 2012 cohort).

Links:

State Outcome Goals: Youth Education, Diversified Economic Growth

Children’s Budget Link: Not applicable

Human Resource Policies Beneficial to Women and Families Link: Not applicable

Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

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

Source: Board of Regents Statewide Student Profile System data

Goal II: To Increase Opportunities for Student Success

Objective II.3: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2002 cohort for Four Year Universities) of 28.5% to 37.0% by 2014-15 (Fall 2007 cohort).

Links:

State Outcome Goals: Youth Education, Diversified Economic Growth

Children's Budget Link: Not applicable

Human Resource Policies Beneficial to Women and Families Link: Not applicable

Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of students enrolled at a Four Year University identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

Outcome: Percentage of students enrolled at a Four Year University identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

Source: US Department of Education Integrated Postsecondary Educations Data System (IPEDS)

Goal II: To Increase Opportunities for Student Success

Objective II.4: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 2226 in 2008-09 academic year to 2420 in academic year 2013-14. Students may only be counted once per award level.

Links:

State Outcome Goals: Youth Education, Diversified Economic Growth

Children’s Budget Link: Not applicable

Human Resource Policies Beneficial to Women and Families Link: Not applicable

Other Links: Board of Regents Master Plan for Postsecondary Education

Strategy I.1.1: Recruit better academically prepared students

Strategy I.1.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.1.3: Implement or enhance initiatives geared towards improving retention, progression and graduation rates.

Performance Indicators:

Output: Number of completers at all levels

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System

Appendix A

Process Documentation

I. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

The principal beneficiaries of the University's programs are the 15,000+ total headcount students enrolled in university courses and degree programs. These students come principally from the Florida Parishes service area surrounding the University's geographic location. Secondary beneficiaries are the citizens of the parishes and the state of Louisiana who benefit from the University's programs, facilities, and the \$560,000,000+ per year economic impact. The specific services or benefits derived by the students and citizens will be the opportunities for high-quality postsecondary education. The ultimate benefit to the community and prospective employers will be a better-educated and trained citizenry.

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

Potential external factors could include: national, state, and local economic trends; and changes in the level of funding support from the Louisiana Legislature. A change in policy at the federal level can have dramatic effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

III. The statutory requirement or other authority for the goals of the plan:

Goal 1: To Increase Opportunities for Student Access

Goal 2: To Increase Opportunities for Student Success

Constitution (Article VIII, Sections 5 (D) 4) – To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes

Constitution (Article VIII, Section 5 (D) 1, 2) – To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes

Constitution (Article VIII, Section 5 (D) 3) – To study the need for changes in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes

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

The Board of Regents is required by the state Constitution to develop and make timely revision of a master plan for higher education. The goals and objectives in this five-year strategic plan were derived from the Regents' revised Master Plan as well as from Act 741 of the 2010 Legislative Session (GRAD Act).

| STRATEGY ANALYSIS CHECKLIST | |
|------------------------------------|---|
| ✓ Analysis | <ul style="list-style-type: none"> ✓ Cost-benefit analysis conducted ✓ Financial or performance audit used X Benchmarking for best management practices used X Act 160 Reports used ✓ Other analysis or evaluation tools used ✓ Impact on other strategies considered ✓ Stakeholders identified and involved |
| ✓ Authorization | <ul style="list-style-type: none"> ✓ Authorization exists X Authorization needed |
| ✓ Organization Capacity | <ul style="list-style-type: none"> X Needed structural or procedural changes identified X Resource needs identified ✓ Strategies developed to implement needed changes or address resource needs ✓ Responsibility assigned |
| ✓ Time Frame | <ul style="list-style-type: none"> ✓ Already ongoing ✓ New, startup date estimated ✓ Lifetime of strategy identified |
| ✓ Fiscal Impact | <ul style="list-style-type: none"> ✓ Impact on operating budget X Impact on capital outlay budget X Means of finance identified ✓ Return on investment determined to be favorable |

V. Identification of the primary persons who will benefit from or be significantly affected by each objective within the plan.

All goals, all objectives: Students, parents, faculty, employers, and the citizenry of the state

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, Southeastern Louisiana University is a single program. Duplication of effort of more than one program is therefore 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.

Appendix B

Performance Indicator Documentation

Program: Southeastern Louisiana University

Objective I.1: Maintain the fall 14th class day headcount enrollment at Southeastern Louisiana University at the Fall 2009 baseline level of 15,160 through Fall 2014.

Indicator 1: Number of students enrolled (as of the 14th class day)

1. What is the type of indicator?

Output, Key

2. What is the rationale for the indicator?

Recognition of the importance of Louisiana having an educated citizenry.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?

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

5. How is the indicator calculated? Is this a standard calculation?

The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for Louisiana Tech University which is on the quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

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].

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all enrolled students in the eight universities in the University of Louisiana System.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses. This indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

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

Program: Southeastern Louisiana University

Objective I.1: Maintain the fall 14th class day headcount enrollment at Southeastern Louisiana University at the Fall 2009 baseline level of 15,160 through Fall 2014.

Indicator 2: Percentage change in the number of students enrolled (as of the 14th class day) (compared to baseline)

- 1. What is the type of indicator?**
Outcome, Supporting
- 2. What is the rationale for the indicator?**
Recognition of the importance of Louisiana having an educated citizenry.
- 3. What is the source of the indicator? How reliable is the source?**
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.
- 4. What is the frequency and timing of collection or reporting?**
The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.
- 5. How is the indicator calculated? Is this a standard calculation?**
The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for Louisiana Tech University which is on the quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.
- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
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].
- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate of all enrolled students in the eight universities in the University of Louisiana System.
- 8. Who is responsible for data collection, analysis, and quality?**

Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No weaknesses. This indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

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

Program: Southeastern Louisiana University

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 2 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 67.5 % to 69.5% by Fall 2014 (retention of Fall 2013 cohort)

Indicator 1: Percentage of first-time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment

1. What is the type of indicator?

Output, Key

2. What is the rationale for the indicator?

Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?

The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the following (second) fall semester. This is the national standard for the calculation of an institutional retention rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the next Fall semester.

- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the second fall semester.
- 8. Who is responsible for data collection, analysis, and quality?**
Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.
- 9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**
No weaknesses.
- 10. How will the indicator be used in management decision making and other agency processes?**
Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Southeastern Louisiana University

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 2 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 67.5% to 69.5% by Fall 2014 (retention of Fall 2013 cohort)

Indicator 2: 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. (from baseline)

1. What is the type of indicator?

Outcome, Supporting

2. What is the rationale for the indicator?

Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?

The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the following (second) fall semester. This is the national standard for the calculation of an institutional retention rate. The percentage of students retained will be compared to the baseline.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the next Fall semester.

- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the second fall semester. That figure is subtracted from the baseline to get a percentage change.
- 8. Who is responsible for data collection, analysis, and quality?**
Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.
- 9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**
No weaknesses.
- 10. How will the indicator be used in management decision making and other agency processes?**
Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Southeastern Louisiana University

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 3.6 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 51.2% to 54.8% by Fall 2014 (retention of Fall 2012 cohort).

Indicator 1: Percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment

1. What is the type of indicator?

Output, Key

2. What is the rationale for the indicator?

Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?

The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the two successive fall semesters. This is the national standard for the calculation of an institutional graduation rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the third Fall semester.

- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the third fall semester.
- 8. Who is responsible for data collection, analysis, and quality?**
Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.
- 9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**
No weaknesses.
- 10. How will the indicator be used in management decision making and other agency processes?**
Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Southeastern Louisiana University

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 3.6 percentage points from the Fall 2007 cohort (to Fall 2009) baseline level of 51.2% to 54.8% by Fall 2014 (retention of Fall 2012 cohort).

Indicator 2: 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. (from baseline)

1. What is the type of indicator?

Outcome, Supporting

2. What is the rationale for the indicator?

Retention rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university be retained and eventually earn a degree.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.

4. What is the frequency and timing of collection or reporting?

The data are gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

The indicator will be calculated by matching the records of incoming full-time first-time freshmen enrolled in a fall semester to the records of the two successive fall semesters. This is the national standard for the calculation of an institutional graduation rate. The rate of freshmen retained to the third Fall will be subtracted from baseline to get the percentage point change.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

The measure only applies to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year. They are tracked over time, to the third Fall semester.

- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate of all students in a full-time first-time freshmen cohort who remain enrolled in the third fall semester.
- 8. Who is responsible for data collection, analysis, and quality?**
Each university submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.
- 9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**
No weaknesses.
- 10. How will the indicator be used in management decision making and other agency processes?**
Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Southeastern Louisiana University

Objective II.3: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2002 cohort for Four Year Universities) of 28.5% to 37.0% by 2014-15 (Fall 2007 cohort).

Indicator 1: Number of students enrolled at a Four Year University identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

1. What is the type of indicator?

Output, Support

2. What is the rationale for the indicator?

Graduation rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university earn a degree.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the U. S. Department of Education Integrated Postsecondary Education Data System (IPEDS) Data Center. This system for collecting institutional graduation rate information has been in existence for over a decade and is considered reliable.

4. What is the frequency and timing of collection or reporting?

The data are gathered annually by the IPEDS Data Center. The Fall 2002 IPEDS cohort total graduation rate will serve as the baseline. This figure is the baseline used in the GRAD Act Performance agreements. As part of GRAD Act, the institutions set a target for the 2014-15 year (Fall 2007 cohort).

5. How is the indicator calculated? Is this a standard calculation?

The indicator is the number of students within the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students. This indicator is the numerator for the calculation of an institutional graduation rate as per the national standard calculation.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

IPEDS refers to the U. S. Department of Education Integrated Postsecondary Education Data System. A cohort refers to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the data electronically to IPEDS. IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The indicator is a limited measure of an institution's ability to graduate students. The number of freshmen in a cohort is not the same as the number of freshmen for a given academic semester. The cohort does not include students who are part-time, nor does it include students who enter in the Spring semester. It does not include transfer freshmen. The number of graduates in a cohort is not the same as the number of completers for a given academic year. Tracking of students ends after 150% of normal time, six years for baccalaureate degree students and three years for associate degree students; thus students who graduate after that period are not counted in the graduation rate. Students who enter as transfer students and graduate are not counted in the rate. Thus the resulting IPEDS graduation rate only reflects a portion of the students who enter and graduate from a given institution.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Southeastern Louisiana University

Objective II.3: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2002 cohort for Four Year Universities) of 28.5% to 37.0% by 2014-15 (Fall 2007 cohort).

Indicator 2: Percentage of students enrolled at a Four Year University identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

1. What is the type of indicator?

Outcome, Key

2. What is the rationale for the indicator?

Graduation rates in System universities have improved in recent years. While System universities have been making strides in this area, more improvement is needed. It is important for the further development of the state's economy that a higher percentage of students who enroll in a University of Louisiana System university earn a degree.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the U. S. Department of Education Integrated Postsecondary Education Data System (IPEDS) Data Center. This system for collecting institutional graduation rate information has been in existence for over a decade and is considered reliable.

4. What is the frequency and timing of collection or reporting?

The data are gathered annually by the IPEDS Data Center. The Fall 2002 IPEDS cohort total graduation rate will serve as the baseline. This figure is the baseline used in the GRAD Act Performance agreements. As part of GRAD Act, the institutions set a target for the 2014-15 year (Fall 2007 cohort).

5. How is the indicator calculated? Is this a standard calculation?

The numerator for the calculation is the number of students within the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students. The denominator is the number of students who were in the cohort. This indicator is an institutional graduation rate as per the national standard calculation.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

IPEDS refers to the U. S. Department of Education Integrated Postsecondary Education Data System. A cohort refers to a group of full-time, first-time freshmen who enter an institution in the Fall semester of a particular academic year.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in the cohort who graduate within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students, divided by the total number of students in the cohort.

8. Who is responsible for data collection, analysis, and quality?

Each university submits the data electronically to IPEDS. IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The indicator is a limited measure of an institution's ability to graduate students. The number of freshmen in a cohort is not the same as the number of freshmen for a given academic semester. The cohort does not include students who are part-time, nor does it include students who enter in the Spring semester. It does not include transfer freshmen. The number of graduates in a cohort is not the same as the number of completers for a given academic year. Tracking of students ends after 150% of normal time, six years for baccalaureate degree students and three years for associate degree students; thus students who graduate after that period are not counted in the graduation rate. Students who enter as transfer students and graduate are not counted in the rate. Thus the resulting IPEDS graduation rate only reflects a portion of the students who enter and graduate from a given institution.

10. How will the indicator be used in management decision making and other agency processes?

Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Southeastern Louisiana University

Objective II.4: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 2226 in 2008-09 academic year to 2420 in academic year 2013-14. Students may only be counted once per award level.

Indicator 1: Number of completers at all levels

1. What is the type of indicator?

Output, Key

2. What is the rationale for the indicator?

System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. What is the frequency and timing of collection or reporting?

The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2008-2009.

5. How is the indicator calculated? Is this a standard calculation?

The indicator is the sum of all completers at all levels at an institution within a given academic year. The total includes all awards and certificates at the undergraduate, graduate, and professional levels. However, for four-year universities the figure will not include the awards given at the associate level. This is the state standard for the counting of completers, as per the GRAD Act Performance Agreement.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Completers is another term for graduates. It will include all students who earn Board of Regents-recognized awards and certificates at all levels.

- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at all levels within an academic year, excluding associate degrees for four-year universities.
- 8. Who is responsible for data collection, analysis, and quality?**
Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.
- 9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**
There are no limitations or weaknesses.
- 10. How will the indicator be used in management decision making and other agency processes?**
Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Southeastern Louisiana University

Objective II.4: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 2226 in 2008-09 academic year to 2420 in academic year 2013-14. Students may only be counted once per award level.

Indicator 2: Percentage change in the number of completers from the baseline year

1. What is the type of indicator?

Outcome, Supporting

2. What is the rationale for the indicator?

System universities have an obligation to produce a better-educated citizenry. Persons with university undergraduate, graduate, and professional degrees are more likely to be productive citizens who earn considerably more income over their lifetimes than high school graduates.

3. What is the source of the indicator? How reliable is the source?

Data will be retrieved from the Board of Regents data reporting system. The data system for collecting institutional data on completers has been in existence for almost three decades and is considered reliable.

4. What is the frequency and timing of collection or reporting?

The needed data are gathered several times per year by the Board of Regents. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is AY 2008-2009.

5. How is the indicator calculated? Is this a standard calculation?

To calculate the indicator, the sum of all completers at all levels at an institution within a given academic year is compared to the baseline sum. Then a percentage change is calculated. For four-year universities the figure will not include the awards given at the associate level. This is the state standard for the counting of completers and calculating percentage change, as per the GRAD Act Performance Agreement.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Completers is another term for graduates. It will include all students who earn Board of Regents-recognized awards and certificates at all levels.

- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is the aggregate of all students who earn Board of Regents-recognized awards and certificates at all levels within an academic year, excluding associate degrees for four-year universities.
- 8. Who is responsible for data collection, analysis, and quality?**
Each university submits the completers data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/system to correct errors. When all campus submissions are complete, the Regents' staff builds a master file.
- 9. Does the indicator have limitations or weaknesses? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**
There are no limitations or weaknesses.
- 10. How will the indicator be used in management decision making and other agency processes?**
Ensuring student success drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance.

CONTACT PERSON(S)

NAME: Dr. Josie Walker

TITLE: Assistant Vice President for Academic Affairs

TELEPHONE: 985-549-5920

FAX: 985-549-5979

E-MAIL: jwalker@selu.edu