

# **LOUISIANA STATE UNIVERSITY AT EUNICE**

## **STRATEGIC PLAN (FY 2005-2006 through FY 2009-2010)**

### **VISION**

To establish LSU at Eunice as the model comprehensive two-year college in Louisiana through a total institutional commitment to quality, “state-of-the-art” education and student success in: degrees, transfer preparation, career education, adult/workforce education and customized business/industry training.

### **MISSION**

Louisiana State University at Eunice, a member of the Louisiana State University System, is a comprehensive, open admissions institution of higher education. The University is dedicated to high quality, low-cost education and is committed to academic excellence and the dignity and worth of the individual. To this end, Louisiana State University at Eunice offers associate degrees, certificates and continuing education programs as well as transfer curricula. Its curricula span the liberal arts, sciences, business and technology, pre-professional and professional areas for the benefit of a diverse population. All who can benefit from its resources deserve the opportunity to pursue the goal of lifelong learning and to expand their knowledge and skills at LSUE.

In fulfillment of this mission, Louisiana State University at Eunice strives to achieve the following:

- Encourage traditional and nontraditional populations to take advantage of educational opportunities.
- Create a learning environment which facilitates the integration of knowledge and the development of the whole person.
- Provide a general education which requires all students to master the skills and competencies necessary for lifelong learning.
- Provide programs which parallel four-year college and university courses, including special honors courses, which are directly transferable.
- Prepare students to meet employment opportunities as determined by regional needs.
- Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.
- Provide the necessary support services to help students realize their maximum potential.
- Create and offer programs of Continuing/Adult Education and community service which respond to the needs of the area.

## **PHILOSOPHY**

Louisiana State University at Eunice is committed to the principle that individuals should have the opportunity to develop themselves through education commensurate with their abilities and interests. To this end, the University seeks to recruit the best qualified personnel available for its various programs and encourages the professional growth of its administrators, faculty, and staff as a continuous process. Additionally, the University strives to provide educational programs, resources, and supportive services which reflect and respond to the diversified interests, aptitudes, talents, needs and goals of its constituency and to measure the success of these efforts through a comprehensive "Institutional Effectiveness Program."

## **VALUES**

**WORTH and DIGNITY of the INDIVIDUAL** – We believe that all people are important and are to be treated with honesty and respect.

**DIVERSITY** – We believe that each employee and student is important, and we respect individuals from varied backgrounds and abilities.

**QUALITY and PROFESSIONALISM** – We expect and reward the highest standards of performance, competence and responsibility of students and employees.

**PERSONAL/PROFESSIONAL and ORGANIZATIONAL DEVELOPMENT** – We recognize and encourage the continuous development of the campus' students and employees, realizing the importance of growth and learning.

**SHARED GOVERNANCE/INCLUSIVENESS** – We value and encourage responsible participation in decision-making.

**SERVICE and VOLUNTEERISM** – We encourage and promote service to our local, regional and world communities.

**COLLABORATION/PARTNERSHIP/LEADERSHIP** – We value working with others through internal and external alliances to promote the development of the region/communities we serve.

**ACCOUNTABILITY** – We believe that students and employees share the responsibility for making educational experiences significant and meaningful. All areas within the college should have stated and understood expectations as well as a system of evaluation.

**ADAPTABILITY** – We encourage the willingness to respond to change and offer students the opportunity to prepare for the future, recognizing that planned and thoughtful innovation involves risk-taking. We encourage employees and students to create, develop and implement new ideas and improvements.

**ETHICS** – We expect integrity, truth and justice in our dealings with and service to each other.

TECHNOLOGY – We recognize and value the application of modern technology to support current and enhanced instruction, service and institutional support functions and systems.

ACCESSIBILITY – We recognize as an open admissions campus our responsibility to both attract and provide services to a growing number of our area’s citizens.

## GOALS AND OBJECTIVES

### I. Goal: Increase Opportunities for Student Access and Success.

**Objective I.1:** Increase fall 14<sup>th</sup> class day headcount enrollment by 2% from the baseline level of 3,265 in FY 2003-2004 to 3,330 by FY 2009-2010.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

**Strategy I.1.1:** Promote cooperative agreements with LCTC campuses.

**Strategy I.1.2:** Promote 2+2 programs with four-year colleges and universities.

**Strategy I.1.3:** Promote electronic learning.

**Strategy I.1.4:** Promote dual enrollment agreements with area schools.

**Strategy I.1.5:** Assure access to programs and services to citizens with disabilities.

**Strategy I.1.6:** Promote transfers between LSUE and other appropriate campuses in the state.

#### Performance Indicators:

Output: 14<sup>th</sup> day student enrollment.

Outcome: Percent change in the number of fall semester 14<sup>th</sup> day student enrollment.

**Objective I.2:** Maintain LSUE’s notable percentage of minorities (26%) as part of its total student population.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

**Strategy I.2.1:** Continue on-campus summer enrichment and transition programs.

**Strategy I.2.2:** Continue support of the minority recruiter.

**Strategy I.2.3:** Continue to promote mentoring, tutoring, Pathways to Success, and related programs.

**Strategy I.2.4:** Work to maintain LSUE's notable percentage of minority administration and staff, and work to enhance LSUE's percentage of minority faculty.

**Performance Indicators:**

Output: Number of minority students enrolled.

Outcome: Percent change in the number of minority students enrolled.

**II. Goal: Ensure Quality and Accountability.**

**Objective II.1:** Increase LSUE's percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education by 2 percentage points from the FY 2003-2004 baseline level of 62% to 64% by FY 2009-2010.

Louisiana: Vision 2020 Link: Objective 1.6.4 - Percentage of residents who have graduated from a two-year technical or community college.

**Strategy II.1.1:** Continue retention efforts through the Strategic Enrollment Management Committee.

**Strategy II.1.2:** Utilize student opinion surveys to enhance retention efforts.

**Strategy II.1.3:** Expand University 1000 course (Freshmen Seminar) availability.

**Strategy II.1.4:** Enhance academic advising and career counseling services.

**Strategy II.1.5:** Track successful developmental studies course completion as one measure of student success at LSUE.

**Strategy II.1.6:** Expand academic and training support and resource centers for developmental studies students.

**Performance Indicators:**

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education.

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

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

**Objective II.2:** Increase LSUE's three-year graduation rate by 2 percentage points over baseline year rate of 10 in FY 2003-2004 to 12 by FY 2009-2010.

Louisiana: Vision 2020 Link: Objective 1.6.4 - Percentage of residents who have graduated from a two-year technical or community college.

**Strategy II.2.1:** Enhance LSUE's Career Advising Center's activities to improve completion rates in vocational associate degree programs.

**Strategy II.2.2:** Encourage transfer students to complete LSUE transfer associate degree programs (AA, AS, and Associate in General Studies).

**Performance Indicators:**

Output: Percentage of students graduating within three years from LSUE.

Outcome: Percentage point change in the graduation rate for students graduating within three years from LSUE.

**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:**

As a comprehensive, open admissions institution of higher education, Louisiana State University at Eunice offers associate degrees, certificates, and continuing education programs as well as transfer curricula. Its clients include all the citizens in Louisiana who avail themselves of the numerous services provided by the university. The benefits derived from these services include improving the overall educational level of the citizenry, expanding workforce development, and enhancing job training and retraining.

**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:**

A list of external factors that are beyond the control of LSUE which could significantly affect the achievement of its goals includes:

1. The Administration

The current administration is very supportive of higher education. The support for higher education in general has been laudable. However, the governor of Louisiana is very influential and there is no guarantee that future administrations will be as supportive of higher education.

2. State Economy

At present, Louisiana's economy is relatively stable and becoming more diverse. However, even though the state's economy is not as vulnerable to downturns as it was in past decades, higher education's financial position will always be precarious as long as its funding is not guaranteed. Furthermore, as one of the lowest state-funded postsecondary institutions in the state, any reduction in state funding would have a very severe impact upon LSUE. An economic recession or depression would hit higher education particularly hard, since its funding is not protected by either constitution or statute.

3. The Federal Government

A significant amount of revenue flows from Washington, D.C. into Louisiana public postsecondary education. A change in policy at the federal level could have a dramatic impact on the following at LSUE: financial aid, student support services, research and experimentation, vocational programs, telecommunications (distance learning), vocational programs (Carl Perkins) and other programs.

**III. The statutory requirement or other authority for each goal of the plan.**

Goal I: Increase Opportunities for Student Access and Success.

Louisiana State University at Eunice was authorized by Act 74 of the 1964 Legislature to extend additional education facilities and opportunities to Southwest Louisiana as a basic and integral part of the LSU System. The governing body of the LSU System is the LSU Board of Supervisors. In October of 1993, the role, scope, and mission statement for LSUE was approved by the Louisiana Board of Regents. Furthermore, the Louisiana Board of Regents has planning, coordinating, and budgetary authority for all public higher education in Louisiana.

Goal II: Ensure Quality and Accountability.

Louisiana State University at Eunice was authorized by Act 74 of the 1964 Legislature to extend additional education facilities and opportunities to Southwest Louisiana as a basic and integral part of the LSU System. The governing body of the LSU System is the LSU Board of Supervisors. In October of 1993, the role, scope, and mission statement for LSUE was approved by the Louisiana Board of Regents. Furthermore, the Louisiana Board of Regents has planning, coordinating, and budgetary authority for all public higher education in Louisiana.

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

The goals and objectives in this five-year strategic plan were derived from the Board of Regents' Strategic Plan (2005-2009), LSUE's Strategic Plan: A Blueprint for the Future, and LSUE's Executive Planning Committee.

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

See Performance Indicator Documentation attached for each objective.

**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, LSUE 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: Louisiana State University at Eunice

Objective: Increase fall 14<sup>th</sup> class day headcount enrollment by 2% from the baseline level of 3,265 in FY 2003-2004 to 3,330 by FY 2009-2010.

Indicator: 14<sup>th</sup> day student enrollment

**1. What is the type of the indicator?**

Output.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

The standard method practiced nationwide for reporting headcount enrollment is as of the 14<sup>th</sup> class day of the semester

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

Data will be retrieved from LSUE's administrative information system. The current data system has been in place since 1994.

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

The data are gathered after the 14<sup>th</sup> day of each semester. 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 14<sup>th</sup> class day of the semester. The 14<sup>th</sup> day headcount is the total number of students enrolled as of the 14<sup>th</sup> day of the semester.

**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 contact hours enrolled divided by a fixed number).

**7. Is the indicator an aggregate or disaggregate figure?**

This indicator is the aggregate of enrolled students at LSUE.

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

The Office of Information Technology is responsible for data collection, analysis, and quality.

**9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If**

**so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**

No real weaknesses.

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

Enrollment drives many management decisions. The size of LSUE's enrollment impacts course scheduling, hiring, future planning and program development, facilities management, program development, etc.

## PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University at Eunice

Objective: Increase fall 14<sup>th</sup> class day headcount enrollment by 2% from the baseline level of 3,265 in FY 2003-2004 to 3,330 by FY 2009-2010.

Indicator: Percent change in the number of fall semester 14<sup>th</sup> day student enrollment

**1. What is the type of the indicator?**

Outcome.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

The Standard method practiced nationwide for reporting headcount enrollment is as of the 14<sup>th</sup> class day of the semester

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Enrollment drives many management decisions. The size of LSUE's enrollment impacts course scheduling, hiring, future planning and program development, facilities management, program development, etc.

## PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University at Eunice

Objective: Maintain LSUE's notable percentage of minorities (26%) as part of its total student population.

Indicator: Number of minority students enrolled

**1. What is the type of the indicator?**

Output.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

This indicator recognizes LSUE's efforts to increase minority enrollment.

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

Data will be retrieved from LSUE's internal 14<sup>th</sup> day enrollment reports. The current system has been in existence since 1994.

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

The data are gathered after the 14<sup>th</sup> day of each semester. For this indicator fall data (the standard method) will be used.

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

For purposes of this strategic plan, minority is defined as non-white. Any student who is reported as having any other ethnicity code other than white will be included in the calculation of minority. As is the case in any enrollment calculation, headcount enrollment is as of the 14<sup>th</sup> class day of the semester.

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

Although not jargon, for purposes of this document, minority is defined as non-white

**7. Is the indicator an aggregate or disaggregate figure?**

This indicator is a disaggregate figure identifying a part of LSUE's total headcount enrollment.

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

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**9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**

No real weaknesses.

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

LSUE remains committed to the premise that a diverse student body is advantageous for the campus, the LSU System and the state. Maintaining the significant increase in minority enrollment can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.

## PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University at Eunice

Objective: Maintain LSUE's notable percentage of minorities (26%) as part of its total student population.

Indicator: Percent change in the number of minority students enrolled

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Outcome.

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Although not jargon, for purposes of this document, minority is defined as non-white.

**7. Is the indicator an aggregate or disaggregate figure?**

This indicator is a disaggregate figure, identifying a part of LSUE's total headcount enrollment.

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

The Office of Information Technology is responsible for data collection, analysis, and quality.

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## PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University at Eunice

Objective: Increase LSUE's percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education by 2 percentage points from the FY 2003-2004 baseline level of 62% to 64% by FY 2009-2010.

Indicator: Percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education.

**1. What is the type of the indicator?**

Output.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

LSUE is committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

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

Data will be retrieved from LSUE's administrative information system. This system has been in existence since 1994.

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

The data are gathered after the 14<sup>th</sup> day of each semester. For this indicator fall data for the previous year and the current year 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 14<sup>th</sup> class day of the semester. The 14<sup>th</sup> day headcount is the total number of students enrolled as of the 14<sup>th</sup> day of the semester. The number will be calculated using the cohort of first-time, full-time freshmen in a given fall semester.

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

N/A

**7. Is the indicator an aggregate or disaggregate figure?**

The indicator is a disaggregate, reporting first-time, full-time entering students enrolled in the fall semester as a part of the total number of enrolled students.

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

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**so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**

No real weaknesses.

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

Retention at LSUE impacts many decisions. Student retention impacts financial aid, course offerings, graduation rates, faculty distribution, etc. Retention also impacts the overall size of LSUE. The size of enrollment impacts course scheduling, hiring, future planning and program development, facilities management, program development, etc.

## PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University at Eunice

Objective: Increase LSUE's percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education by 2 percentage points from the FY 2003-2004 baseline level of 62% to 64% by FY 2009-2010.

Indicator: Percentage point change in the percentage of first-time, full-time, degree seeking freshmen retained to the second year in public postsecondary education.

**1. What is the type of the indicator?**

Outcome.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

LSUE is committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

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Program: Louisiana State University at Eunice

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Indicator: Percentage of first-time, full-time, associate degree-seeking freshmen retained to the second year at LSUE.

**1. What is the type of the indicator?**

Outcome.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

LSUE is committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

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Data will be retrieved from LSUE's administrative information system. This system has been in existence since 1994.

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Indicator: Percentage point change in the percentage of first-time, full-time, associate degree seeking freshmen retained to the second year at LSUE.

**1. What is the type of the indicator?**

Outcome.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

LSUE is committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.

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## PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University at Eunice

Objective: Increase LSUE's three-year graduation rate by 2 percentage points over baseline year rate of 10 in FY 2003-2004 to 12 by FY 2009-2010.

Indicator: Percentage of students graduating within three years from LSUE.

**1. What is the type of the indicator?**

Output.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

This indicator is important to LSUE because it measures successful program completion. Graduation rates are important in recruiting students, seeking external funding, and justifying continuation of degree programs.

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

The source of the data will be the U.S. Department of Education's Integrated Postsecondary Education Data System's (IPEDS) Graduation Rate Survey (GRS) and LSUE's administrative information system.

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

The Graduation Rate Survey is collected annually and is due in the Spring (April/May). The student cohort indicates those students who entered LSUE three year earlier and reflects how many from the entering cohort have either graduated, transferred (regardless if they graduate), are still enrolled, or status unknown. Additionally, LSUE continues to track graduation rates throughout the life of the cohort through its administrative information system.

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

It is a straightforward calculation, reporting the number from an entering cohort who graduated within three years.

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

N/A

**7. Is the indicator an aggregate or disaggregate figure?**

This indicator is an aggregate of the total number of LSUE graduates from a three-year cohort.

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

The Office of Information Technology is responsible for data collection, analysis, and quality.

- 9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain . Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?**

The biggest weakness in the indicator is that the federal government's system does not allow LSUE to claim graduates following transfer. Once a student transfers, he/she is always a transfer and cannot be counted as a graduate. Also, the three-year graduation rate is a weakness for two-year colleges. At two-year colleges, students stop-in and stop-out on a frequent basis, increasing the time needed to complete a degree.

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

Campus resources will be allocated to programs which target improved rates. Additionally, campuswide efforts to improve graduation rates will include advisor training, better course scheduling, career counseling, and continued expansion of articulation agreements with other colleges and universities in the state.

## PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana State University at Eunice

Objective: Increase LSUE's three-year graduation rate by 2 percentage points over baseline year rate of 10 in FY 2003-2004 to 12 by FY 2009-2010.

Indicator: Percentage point change in the graduation rate for students graduating within three years from LSUE.

**1. What is the type of the indicator?**

Outcome.

**2. What is the rationale for the indicator? (Why was this indicator selected?)**

This indicator is important to LSUE because it measures successful program completion. Graduation rates are important in recruiting students, seeking external funding, and justifying continuation of degree programs.

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

The source of the data will be the U.S. Department of Education's Integrated Postsecondary Education Data System's (IPEDS) Graduation Rate Survey (GRS) and LSUE's administrative information system.

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

The Graduation Rate Survey is collected annually and is due in the Spring (April/May). The student cohort indicates those students who entered LSUE three year earlier and reflects how many from the entering cohort have either graduated, transferred (regardless if they graduate), are still enrolled, or status unknown. Additionally, LSUE continues to track graduation rates throughout the life of the cohort through its administrative information system.

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

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

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The biggest weakness in the indicator is that the federal government's system does not allow LSUE to claim graduates following transfer. Once a student transfers, he/she is always a transfer and cannot be counted as a graduate. Also, the three-year graduation rate is a weakness for two-year colleges. At two-year colleges, students stop-in and stop-out on a frequent basis, increasing the time needed to complete a degree.

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Campus resources will be allocated to programs which target improved rates. Additionally, campuswide efforts to improve graduation rates will include advisor training, better course scheduling, career counseling, and continued expansion of articulation agreements with other colleges and universities in the state.