



GRAMBLING

STATE UNIVERSITY

FIVE-YEAR STRATEGIC PLAN

FY 2011-2012 through FY 2015-2016

July 1, 2010

GRAMBLING STATE UNIVERSITY

Strategic Plan FY 2011-2012 through FY 2015-2016

Vision, Mission, Philosophy Statement:

Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are under girded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the University embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the University seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art and culture.

Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The University prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The University provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The University affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters, in its students, a commitment to service and to the improvement in the quality of life for all persons.

The University expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, “where everybody is somebody.”

Note: The University’s Vision, Mission and Philosophy (Core Values) Statements will be reviewed and/or revised to be aligned with the concepts of the new President whose appointment begins July 1, 2010.

Goals and Objectives:

Goal I: To Increase Opportunities for Student Success

Objective I.1: By FY 2015-16, the IPEDS total graduation rate will increase by 10.3%, from the baseline Fall 2003 cohort rate of 29.7% to 40% at Grambling State University.

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 and progression rates.**

Performance Indicators:

Output: Number of graduates in fall cohort

Output: Number in fall cohort

Outcome: IPEDS total graduation rate

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

Objective I.2: By FY 2015-16, the undergraduate productivity ratio will increase by 16%, from the baseline of 48% in AY 2008-09 to 64% at Grambling State University.

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.2.1: Recruit better academically prepared students

Strategy I.2.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.2.3: Implement or enhance initiatives geared towards improving retention and progression rates.

Performance Indicators:

Output: Number of undergraduate completers

Output: Number of undergraduate FTEs

Outcome: Undergraduate productivity ratio

Source: Board of Regents Statewide Student Profile System, SCHFTERP2K and CMPLRASX reports

Objective I.3: By FY 2015-16, the number of degree program completers at all levels will increase 15%, from the baseline of 711 completers in AY 2008-09 to 818 completers at Grambling State University.

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.3.1: Recruit better academically prepared students

Strategy I.3.2: Develop need-based scholarship programs to improve retention, progression and graduation.

Strategy I.3.3: Implement or enhance initiatives geared towards improving retention and progression rates.

Performance Indicators:

Output: Number of completers at all levels

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System, CMPLRASX report

Goal II: To Increase Opportunities for Student Access

Objective II.1: By FY 2015-16, the proportion of minority students enrolled compared to total enrollment will maintain from the baseline proportion of 97% in Fall 2008 to 97% at Grambling State University.

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 II.1.1: Recruit academically qualified minority students.

Strategy II.1.2: Increase the number of scholarships available for minority students.

Strategy II.1.3: Encourage the establishment of academic support programs that promote the academic success of minority students.

Strategy II.1.4: Increase opportunities for first generation minority students to visit campuses and interact with college students.

Performance Indicators:

Output: Number of minority students enrolled in the fall semester

Output: Proportion of minority students compared to total enrollment

Outcome: Percentage change from baseline

Source: Board of Regents Statewide Student Profile System, SSPSRACEL report

Objective II.2: By FY 2015-16, the total number of students enrolled in 100% distance education courses will increase from 59 in AY 2008-09 to 118 at Grambling State University.

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 II.2.1: Encourage faculty and staff to become more knowledgeable regarding successful distance education delivery methodologies.

Strategy II.2.2: Enhance the technology-mediated educational delivery infrastructure.

Strategy II.2.3: Encourage educational delivery collaboration across campuses through distance.

Strategy II.2.4: Recruit new and continuing students into new educational opportunities through distance delivery.

Performance Indicators:

Output: Number of students in 100% distance education courses

Outcome: Percentage change from baseline

Source: Institutional student record system

Goal III: To Facilitate the Transition from High School to College

Objective III.1: By FY 2015-2016, the total number of high school students enrolled in and earning college credit in Early Start or other early enrollment courses will increase from 53 in AY 2008-09 to 137 at Grambling State University.

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 III.1.1: Recruit prospective freshmen through early enrollment opportunities.

Strategy III.1.2: Encourage high school-university communication and collaboration to promote early enrollment opportunities.

Strategy III.1.3: Facilitate on-campus and off-campus delivery of early enrollment opportunities that will promote academic success.

Performance Indicators:

Output: Number of high school students earning college credit

Outcome: Percentage change from baseline

Source: Institutional student record system

Goal IV: To Ensure Transfer Articulation from the Community Colleges

Objective IV.1: By FY 2015-16, the number of students earning two-year degrees at any Louisiana community college and transferring into Grambling State University will increase from 66 in AY 2008-09 to 132.

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 IV.1.1: Have academic advisors become familiar with transfer articulation policies and requirements.

Strategy IV.1.2: Enhance the transfer admissions process to ensure smooth and seamless transition.

Strategy IV.1.3: Encourage communication and collaboration between two-year faculty and staff and four-year faculty and staff.

Strategy IV.1.4: Increase the number of scholarships available for transfer students.

Strategy IV.1.5: Recruit academically qualified transfer students.

Performance Indicators:

Output: Number of two year degree students from Louisiana community colleges entering the institution

Outcome: Percentage change from baseline

Source: Institutional student record 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 4,992 of students enrolled in university courses and degree programs. These students come principally from 21 parishes that make up north Louisiana. Secondary beneficiaries are the citizens of the parishes and the state of Louisiana who benefit from the University's programs, facilities, and the \$264 million dollar 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 Success

Goal 2: To Increase Opportunities for Student Access

Goal 3: To Facilitate the Transition from High School to College

Goal 4: To Ensure Transfer Articulation from the Community Colleges

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 the recommendations of the Postsecondary Education Review Commission.

STRATEGY ANALYSIS CHECKLIST	
✓ Analysis	<ul style="list-style-type: none">✓ Cost-benefit analysis conducted✓ Financial or performance audit usedX Benchmarking for best management practices usedX 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 existsX Authorization needed
✓ Organization Capacity	<ul style="list-style-type: none">X Needed structural or procedural changes identifiedX 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 budgetX Impact on capital outlay budgetX 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.

Goal 1, Objective 1: Students, parents, faculty, employers, and the citizenry of the state

Goal 1, Objective 2: Students, parents, faculty, employers, and the citizenry of the state

Goal 1, Objective 3: Students, parents, faculty, employers, and the citizenry of the state

Goal 2, Objective 1: Students, parents, faculty, employers, and the citizenry of the state

Goal 2, Objective 2: Students, parents, faculty, employers, and the citizenry of the state

Goal 3, Objective 1: Students, parents, faculty, employers, and the citizenry of the state

Goal 4, Objective 1: 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, Grambling State 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: Grambling State University

Objective I.1: By FY 2015-16, the IPEDS total graduation rate will increase by 10.3%, from the baseline Fall 2003 cohort rate of 29.7% to 40% at Grambling State University.

Indicator 1: Number of graduates in fall cohort

1. What is the type of indicator?

Output, 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 indicator will be reported at the end of the fourth 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 indicator is a headcount of all students who are in a particular full-time, first-time freshmen cohort, who have graduated with an undergraduate degree within 150% of normal time, six years for baccalaureate degree students and three years for associate degree students. 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.**
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 number of graduates in a cohort is not the same as the number of completers for a given academic year.
- 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: Grambling State University

Objective I.1: By FY 2015-16, the IPEDS total graduation rate will increase by 10.3%, from the baseline Fall 2003 cohort rate of 29.7% to 40% at Grambling State University.

Indicator 2: Number in fall cohort

1. What is the type of indicator?

Output, 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 indicator will be reported at the end of the fourth 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 indicator is a headcount of all students who are in a particular full-time, first-time freshmen cohort. 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.

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. They are tracked over time, six years for baccalaureate degree students and three years for associate degree students.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all 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 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.

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: Grambling State University

Objective I.1: By FY 2015-16, the IPEDS total graduation rate will increase by 10.3%, from the baseline Fall 2003 cohort rate of 29.7% to 40% at Grambling State University.

Indicator 3: IPEDS total graduation rate

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 indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data. The Fall 2003 IPEDS cohort total graduation rate will serve as the baseline. The institution will set a target based on projected SREB peer rates. In FY 2011-12, the institution will report the IPEDS rate for the Fall 2004 cohort.

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

The denominator of the indicator is a headcount of all students who are in a particular full-time, first-time freshmen cohort. The numerator 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 resulting proportion is converted to a percentage. 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.**
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. The indicator is the calculated rate, expressed as a percentage.
- 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: Grambling State University

Objective I.2: By FY 2015-16, the undergraduate productivity ratio will increase by 16%, from the baseline of 48% in AY 2008-09 to 64% at Grambling State University.

Indicator 1: Number of undergraduate completers

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. This indicator is used to compute the undergraduate productivity ratio, a gauge of the ability of the university to move entering undergraduate students through to graduation.

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

Data will be retrieved from the Board of Regents SSPS data reporting system, specifically from BoR report CMPLRASX. The SPSS system for collecting institutional data has been in existence for almost three decades and is considered reliable.

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

The data are gathered several times per year by the Board of Regents. The indicator will be reported at the end of the third quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

The indicator is the sum of all undergraduate level completers at an institution within a given academic year. The total includes all awards and certificates at the undergraduate level. This is the state standard for the counting of completers.

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 the undergraduate level.

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 the undergraduate level within an academic year.

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?

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: Grambling State University

Objective I.2: By FY 2015-16, the undergraduate productivity ratio will increase by 16%, from the baseline of 48% in AY 2008-09 to 64% at Grambling State University.

Indicator 2: Number of undergraduate FTEs

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. This indicator is used to compute the undergraduate productivity ratio, a gauge of the ability of the university to move entering undergraduate students through to graduation.

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

Data will be retrieved from the Board of Regents SSPS data reporting system, specifically from BoR report SCHFTEP2K. The SPSS system for collecting institutional data has been in existence for almost three decades and is considered reliable.

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

The data are gathered several times per year by the Board of Regents. The indicator will be reported at the end of the third quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

The indicator is calculated by dividing the annual number of undergraduate SCHs by 30 hours. SCHs are student credit hours and express the total student workload produced. A full-time equivalent student (FTE) at the undergraduate level is considered to be equivalent to 30 SCHs. This is a standard calculation for FTE at the undergraduate level.

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

FTE stands for full-time equivalent student. FTEs are sometimes used to express the capacity of a university because the measure takes into account or adjusts for the fact that some students are full-time while others are part-time.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate, calculated by dividing the total annual number of undergraduate SCHs by 30 hours. SCHs are student credit hours and express the total student workload produced.

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?

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: Grambling State University

Objective I.2: By FY 2015-16, the undergraduate productivity ratio will increase by 16%, from the baseline of 48% in AY 2008-09 to 64% at Grambling State University.

Indicator 3: Undergraduate productivity ratio

1. What is the type of indicator?

Outcome, 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. The undergraduate productivity ratio is a gauge of the ability of the university to move entering undergraduate students through to graduation. It provides an alternative measure to the IPEDS graduation rate, and may be considered more complete in some aspects since it includes all undergraduate students who enter the university and all undergraduate students who graduate with a degree. The measure includes part-time students and transfer students.

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

Data will be retrieved from the Board of Regents SSPS data reporting system, specifically from BoR reports CMPLRASX and SCHFTERP2K. The SPSS system for collecting institutional data 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 to calculate the ratio are gathered several times per year by the Board of Regents. The indicator will be reported at the end of the third quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

The numerator is the number of undergraduate completers in a given academic year. The denominator is the number of undergraduate full-time equivalent students in a given academic year. The theory behind the undergraduate productivity ratio is that a university's goal should be to move one quarter of its undergraduate students through to graduation each academic year. Dividing the numerator by the denominator will yield a ratio in the neighborhood of .25. That number is then converted

to a 100 point scale and expressed as a percentage for easier understanding. Some institutions may have an undergraduate productivity ratio of more than 100% if they graduate many transfer students. The undergraduate productivity ratio is a relatively new measure in Louisiana, suggested by the Postsecondary Education Review Committee. It has been used in other states.

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

The undergraduate productivity ratio is the ratio of the number of undergraduate completers in a given academic year compared to the number of full-time equivalent undergraduate students in a given academic year. The theory behind the undergraduate productivity ratio is that a university's goal should be to move one quarter of its undergraduate students through to graduation each academic year. Dividing the numerator by the denominator will yield a ratio in the neighborhood of .25. That number is then converted to a 100 point scale and expressed as a percentage for easier understanding.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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?

There are no limitations or weaknesses. The undergraduate productivity ratio is a gauge of the ability of the university to move entering undergraduate students through to graduation. It provides an alternative measure to the IPEDS graduation rate, and may be considered more complete in some aspects since it includes all undergraduate students who enter the university and all undergraduate students who graduate with a degree. The measure includes part-time students and transfer students.

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: Grambling State University

Objective I.3: By FY 2015-16, the number of degree program completers at all levels will increase 15%, from the baseline of 711 completers in AY 2008-09 to 818 completers at Grambling State University.

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 SSPS data reporting system, specifically from BoR report CMPLRASX. The SPSS system for collecting institutional data 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 indicator will be reported at the end of the third quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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. This is the state standard for the counting of completers.

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.

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?

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: Grambling State University

Objective I.3: By FY 2015-16, the number of degree program completers at all levels will increase 15%, from the baseline of 711 completers in AY 2008-09 to 818 completers at Grambling State University.

Indicator 2: Percentage change from baseline

1. What is the type of indicator?

Outcome, 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 SSPS data reporting system, specifically from BoR report CMPLRASX. The SPSS system for collecting institutional data 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 indicator will be reported at the end of the third quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

The numerator is the sum of all completers at all levels at an institution within a given academic year, minus the baseline. The total includes all awards and certificates at the undergraduate, graduate, and professional levels. This is the state standard for the counting of completers. The denominator is the total number of completers for the baseline year. The resulting percentage is the percentage change from baseline. It may be positive, negative, or zero. This is a standard calculation for determining a change from baseline.

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

Baseline refers to the standard used for subsequent comparison. It is the reference with which to compare future observations or results.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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?

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: Grambling State University

Objective II.1: By FY 2015-16, the proportion of minority students enrolled compared to total enrollment will maintain from the baseline proportion of 97% in Fall 2008 to 97% at Grambling State University.

Indicator 1: Number of minority students in the fall semester

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. The universities recognize that Louisiana's minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state's economy.

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

Data will be retrieved from the Board of Regents SSPS data reporting system, specifically from BoR report SSPSRACEL. The SPSS system for collecting institutional data 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 indicator will be reported at the end of the third quarter. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is Fall 2008. In FY 11-12, data from the Fall 2009 will be used.

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

Minority students will include all students who report an ethnicity (Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American Native, Hawaiian or Other Pacific Islander, or Two or More Races). Students who are classified as Foreign/Nonresident Aliens or Race Unknown/Refused to Indicate will not be counted as minority. The fall census number is the standard used for reporting minority headcount enrollment. The standards for reporting student ethnicity are set by the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS), and all universities are obliged to follow the same standards.

- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
The term minority refers to all students who report an ethnicity (Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American Native, Hawaiian or Other Pacific Islander, or Two or More Races) other than White. Students who are classified as Foreign/Nonresident Aliens or Race Unknown/Refused to Indicate will not be counted as minority. The standards for reporting student ethnicity are set by the U. S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS), and all universities are obliged to follow the same standards.
- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is an aggregate.
- 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?**
The number of students who refuse to indicate an ethnicity or race is growing. This may impact future measurement to an unknown degree. The Board of Regents requires that universities identify Foreign/Nonresident Aliens as a separate category, and thus the ethnicity/race of these students is unknown. The process for identifying minority students and the categories of ethnicity/race that are reported will change based on federal law in 2010. The impact on determining longitudinal trends is unknown at this time.
- 10. How will the indicator be used in management decision making and other agency processes?**
Ensuring student access drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance. Furthermore, recognition of the fact that Louisiana’s minority participation remains under-represented in postsecondary education has prompted many universities to institute special programs and initiatives that recruit and assist minority students.

Program: Grambling State University

Objective II.1: By FY 2015-16, the proportion of minority students enrolled compared to total enrollment will maintain from the baseline proportion of 97% in Fall 2008 to 97% at Grambling State University.

Indicator 2: Proportion of minority students enrolled compared to total enrollment

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. The universities recognize that Louisiana's minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state's economy. The proportion of minority students enrolled compared to total enrollment is a better measure of diversity than simple headcount enrollment.

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

Data will be retrieved from the Board of Regents SSPS data reporting system, specifically from BoR report SSPSRACEL. The SPSS system for collecting institutional data 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 indicator will be reported at the end of the third quarter. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is Fall 2008. In FY 11-12, data from the Fall 2009 will be used.

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

The numerator is the number of minority students. Minority students will include all students who report an ethnicity (Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American Native, Hawaiian or Other Pacific Islander, or Two or More Races). The denominator (total enrollment) is the number of minority students plus the number of students who are identified as White, non-Hispanic. Students who are classified as Foreign/Nonresident Aliens or Race Unknown/Refused to Indicate will not be counted in either total. The fall census number is the standard used for reporting headcount enrollment by race/ethnicity. The standards for reporting student ethnicity are set by the U.S. Department of

Education's Integrated Postsecondary Education Data System (IPEDS), and all universities are obliged to follow the same standards.

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

The term minority refers to all students who report an ethnicity (Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American Native, Hawaiian or Other Pacific Islander, or Two or More Races) other than White. Students who are classified as Foreign/Nonresident Aliens or Race Unknown/Refused to Indicate will not be counted as minority. The standards for reporting student ethnicity are set by the U. S. Department of Education's Integrated Postsecondary Education Data System (IPEDS), and all universities are obliged to follow the same standards.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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?

The number of students who refuse to indicate an ethnicity or race is growing. This may impact future measurement to an unknown degree. The Board of Regents requires that universities identify Foreign/Nonresident Aliens as a separate category, and thus the ethnicity/race of these students is unknown. The process for identifying minority students and the categories of ethnicity/race that are reported will change based on federal law in 2010. The impact on determining longitudinal trends is unknown at this time.

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

Ensuring student access drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance. Furthermore, recognition of the fact that Louisiana's minority participation remains under-represented in postsecondary education has prompted many universities to institute special programs and initiatives that recruit and assist minority students.

Program: Grambling State University

Objective II.1: By FY 2015-16, the proportion of minority students enrolled compared to total enrollment will maintain from the baseline proportion of 97% in Fall 2008 to 97% at Grambling State University.

Indicator 3: Percentage change from baseline

1. What is the type of indicator?

Outcome, Key

2. What is the rationale for the indicator?

System universities have an obligation to produce a better-educated citizenry. The universities recognize that Louisiana's minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state's economy.

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

Data will be retrieved from the Board of Regents SSPS data reporting system, specifically from BoR report SSPSRACEL. The SPSS system for collecting institutional data 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 indicator will be reported at the end of the third quarter. The time needed for collection, aggregation, and editing of the data results in a lag before reliable reporting can be accomplished. The baseline is Fall 2008. In FY 11-12, data from the Fall 2009 will be used.

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

The current proportion will be subtracted from the baseline proportion to get the percentage change. This number may be positive, negative, or zero. For each proportion, the numerator is the number of minority students. Minority students will include all students who report an ethnicity (Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American Native, Hawaiian or Other Pacific Islander, or Two or More Races). For each proportion, the denominator (total enrollment) is the number of minority students added to the number of students who are identified as White, non-Hispanic. Students who are classified as Foreign/Nonresident Aliens or Race Unknown/Refused to Indicate will not be counted in either total. The fall census number is the standard used for reporting headcount enrollment by race/ethnicity. The standards for

reporting student ethnicity are set by the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS), and all universities are obliged to follow the same standards.

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

Baseline refers to the standard used for subsequent comparison. It is the reference with which to compare future observations or results.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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?

The number of students who refuse to indicate an ethnicity or race is growing. This may impact future measurement to an unknown degree. The Board of Regents requires that universities identify Foreign/Nonresident Aliens as a separate category, and thus the ethnicity/race of these students is unknown. The process for identifying minority students and the categories of ethnicity/race that are reported will change based on federal law in 2010. The impact on determining longitudinal trends is unknown at this time.

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

Ensuring student access drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance. Furthermore, recognition of the fact that Louisiana's minority participation remains under-represented in postsecondary education has prompted many universities to institute special programs and initiatives that recruit and assist minority students.

Program: Grambling State University

Objective II.2: By FY 2015-16, the total number of students enrolled in 100% distance education courses will increase from 59 in AY 2008-09 to 118 at Grambling State University.

Indicator 1: Number of students in 100% distance education courses

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. The universities recognize that many of Louisiana's citizens cannot participate in traditional, face-to-face postsecondary education and that for Louisiana to move forward, new approaches to offering educational access must be realized. Offering distance education courses in a variety of formats increases the probability that all citizens will be prepared to participate in the state's economy.

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

Data will be retrieved from the campus student record data reporting systems, using guidelines and definitions set by the University of Louisiana System. The campus data systems are considered reliable.

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

The needed data are gathered once per year by the UL System. The indicator will be reported at the end of the fourth quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

For each of the semesters/quarters in the academic year, the number of students enrolled in each 100% distance education course will be totaled. The aggregates per semester/quarter will be added to reflect a total for the academic year. This is a duplicated headcount. This method is standard for counting course enrollment.

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

100% distance education refers to all courses based on technology-mediated instruction for students available at a site or sites remote from the instructor. Distance education includes both synchronous (real-time) and asynchronous (time-delayed)

activities. These would include but are not limited to the use of compressed video, cable television, broadcast television/radio, satellite, Internet, CD, videotape, and audio. 100% should be interpreted to mean that 100% of the instruction is offered through technology-mediation, not including any orientation or assessment periods.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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

Each university submits the campus-based data electronically to the UL System office. The UL System office will perform a data check and work with the campus to correct errors.

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?

This measure is not the same as the SREB measure which counts courses that are 50%+ distance delivered.

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

Ensuring student access drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance. Many of the campuses are building and expanding current distance education infrastructures.

Program: Grambling State University

Objective II.2: By FY 2015-16, the total number of students enrolled in 100% distance education courses will increase from 59 in AY 2008-09 to 118 at Grambling State University.

Indicator 2: Percentage change from baseline

1. What is the type of indicator?

Outcome, Key

2. What is the rationale for the indicator?

System universities have an obligation to produce a better-educated citizenry. The universities recognize that many of Louisiana's citizens cannot participate in traditional, face-to-face postsecondary education and that for Louisiana to move forward, new approaches to offering educational access must be realized. Offering distance education courses in a variety of formats increases the probability that all citizens will be prepared to participate in the state's economy.

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

Data will be retrieved from the campus student record data reporting systems, using guidelines and definitions set by the University of Louisiana System. The campus data systems are considered reliable.

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

The needed data are gathered once per year by the UL System. The indicator will be reported at the end of the fourth quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

For each of the semesters/quarters in the academic year, the number of students enrolled in each 100% distance education course will be totaled. The aggregates per semester/quarter will be added to reflect a total for the academic year. This is a duplicated headcount. This method is standard for counting course enrollment. The academic year in question will be compared to the baseline to get a percentage change.

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

Baseline refers to the standard used for subsequent comparison. It is the reference with which to compare future observations or results.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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

Each university submits the campus-based data electronically to the UL System office. The UL System office will perform a data check and work with the campus to correct errors.

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?

This measure is not the same as the SREB measure which counts courses that are 50%+ distance delivered.

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

Ensuring student access drives many management decisions including recruitment, admissions, academic programming, academic support, facilities, and finance. Many of the campuses are building and expanding current distance education infrastructures.

Program: Grambling State University

Objective III.1: By FY 2015-2016, the total number of high school students enrolled in and earning college credit in Early Start or other early enrollment courses will increase from 53 in AY 2008-09 to 137 at Grambling State University.

Indicator 1: Number of high school students earning college credit

1. What is the type of indicator?

Output, Key

2. What is the rationale for the indicator?

UL System institutions realize the importance of helping high school students understand the value of a college degree. Each university offers a variety of early enrollment opportunities for qualified high school students. Many early enrollment students subsequently enroll in college, and thus have a head start on earning a degree.

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

Data will be retrieved from the campus student record data reporting systems, using guidelines and definitions set by the University of Louisiana System. The campus data systems are considered reliable.

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

The needed data are gathered once per year by the UL System. The indicator will be reported at the end of the fourth quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

For each of the semesters/quarters in the academic year, the number of high school students earning college credit in any early enrollment courses/opportunities will be totaled. The aggregates per semester/quarter will be added to reflect a total for the academic year. This is a duplicated headcount. This method is standard for counting course enrollment.

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

No.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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

Each university submits the campus-based data electronically to the UL System office. The UL System office will perform a data check and work with the campus to correct errors.

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.

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

The universities of the UL System recognize that the transition from high school to college can be facilitated by early enrollment opportunities and programs. However, such opportunities impact recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Grambling State University

Objective III.1: By FY 2015-2016, the total number of high school students enrolled in and earning college credit in Early Start or other early enrollment courses will increase from 53 in AY 2008-09 to 137 at Grambling State University.

Indicator 2: Percentage change from baseline

1. What is the type of indicator?

Outcome, Key

2. What is the rationale for the indicator?

UL System institutions realize the importance of helping high school students understand the value of a college degree. Each university offers a variety of early enrollment opportunities for qualified high school students. Many early enrollment students subsequently enroll in college, and thus have a head start on earning a degree.

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

Data will be retrieved from the campus student record data reporting systems, using guidelines and definitions set by the University of Louisiana System. The campus data systems are considered reliable.

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

The needed data are gathered once per year by the UL System. The indicator will be reported at the end of the fourth quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

For each of the semesters/quarters in the academic year, the number of high school students earning college credit in any early enrollment courses/opportunities will be totaled. The aggregates per semester/quarter will be added to reflect a total for the academic year. This is a duplicated headcount. This method is standard for counting course enrollment. The data for the year in question will be compared to the baseline enrollment, and the resulting difference will be converted to a percentage change from baseline.

- 6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
Baseline refers to the standard used for subsequent comparison. It is the reference with which to compare future observations or results.
- 7. Is the indicator an aggregate or disaggregate figure?**
This indicator is an aggregate.
- 8. Who is responsible for data collection, analysis, and quality?**
Each university submits the campus-based data electronically to the UL System office. The UL System office will perform a data check and work with the campus to correct errors.
- 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.
- 10. How will the indicator be used in management decision making and other agency processes?**
The universities of the UL System recognize that the transition from high school to college can be facilitated by early enrollment opportunities and programs. However, such opportunities impact recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Grambling State University

Objective IV.1: By FY 2015-16, the number of students earning two-year degrees at any Louisiana community college and transferring into Grambling State University will increase from 66 in AY 2008-09 to 132.

Indicator 1: Number of two year degree students from Louisiana community colleges entering the institution

1. What is the type of indicator?

Output, Key

2. What is the rationale for the indicator?

Transfer and articulation from the state's community colleges into the four-year universities should be as seamless as possible for the student. Recent changes to articulation policy and the creation of the new statewide transfer degrees should increase the number of transfer students.

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

Data will be retrieved from the campus student record data reporting systems, using guidelines and definitions set by the University of Louisiana System. The campus data systems are considered reliable.

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

The needed data are gathered once per year by the UL System. The indicator will be reported at the end of the fourth quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

For each of the semesters/quarters in the academic year, the number of Louisiana associate-degreed community college students entering the four-year school will be counted. The aggregates per semester/quarter will be added to reflect a total for the academic year. This method is standard for counting entering students.

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

Two year degree student refers to any student who completed an Associate degree at a community college within Louisiana. These degrees include but are not limited to the Associate of Science in Teaching (AST), the Associate of Arts Louisiana

Transfer (AALT), the Associate of Science Louisiana Transfer (ASLT), the Associate of Arts (AA), the Associate of Science (AS), and the Associate of Applied Science (AAS).

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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

Each university submits the campus-based data electronically to the UL System office. The UL System office will perform a data check and work with the campus to correct errors.

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.

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

The universities of the UL System recognize that the articulation from the community college to a four-year college can be facilitated by both the sending and the recipient institutions. At the four-year colleges, articulation impacts recruitment, admissions, academic programming, academic support, facilities, and finance.

Program: Grambling State University

Objective IV.1: By FY 2015-16, the number of students earning two-year degrees at any Louisiana community college and transferring into Grambling State University will increase from 66 in AY 2008-09 to 132.

Indicator 2: Percentage change from baseline

1. What is the type of indicator?

Outcome, Key

2. What is the rationale for the indicator?

Transfer and articulation from the state's community colleges into the four-year universities should be as seamless as possible for the student. Recent changes to articulation policy and the creation of the new statewide transfer degrees should increase the number of transfer students.

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

Data will be retrieved from the campus student record data reporting systems, using guidelines and definitions set by the University of Louisiana System. The campus data systems are considered reliable.

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

The needed data are gathered once per year by the UL System. The indicator will be reported at the end of the fourth quarter. 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. In FY 11-12, data from the AY 2009-2010 will be used.

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

For each of the semesters/quarters in the academic year, the number of Louisiana associate-degreed community college students entering the four-year school will be counted. The aggregates per semester/quarter will be added to reflect a total for the academic year. This method is standard for counting entering students. The percentage change from baseline will be computed by comparing the relative change from the year in question to the baseline in AY 2008-2009.

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

Baseline refers to the standard used for subsequent comparison. It is the reference with which to compare future observations or results.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is an aggregate.

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

Each university submits the campus-based data electronically to the UL System office. The UL System office will perform a data check and work with the campus to correct errors.

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.

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

The universities of the UL System recognize that the articulation from the community college to a four-year college can be facilitated by both the sending and the recipient institutions. At the four-year colleges, articulation impacts recruitment, admissions, academic programming, academic support, facilities, and finance.

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