

**SOUTHERN UNIVERSITY BOARD OF SUPERVISORS**

**STRATEGIC PLAN**

**ACT 1465 of 1997 Compliance Document  
FY 2011-12 through FY 2015-16**

**Submitted to  
The Louisiana Board of Regents  
and  
The Office of Planning and Budget**

**FY 2010-2011**

# **SOUTHERN UNIVERSITY BOARD OF SUPERVISORS**

## **ACT 1465 STRATEGIC PLAN**

### **FY 2011-12 through FY 2015-2016**

#### **Vision Statement**

The Southern University System, while honoring and building on the traditions of the past, has embarked on new directions for the future. The Southern University System is dedicated to the efficient and harmonious governance of its campuses. It provides quality instruction using state-of-the-art technology to impart the knowledge needed by its students to assume leadership roles in the state, nation, and the world.

The Southern University System, consistent with the mission and role of its various components, shall:

- (1) pursue excellence in its instructional, basic and applied research, and extension programs;
- (2) further develop and invigorate its land grant mission with emphasis on appropriate access, quality instruction, problem solving, high-impact research, extension, and service;
- (3) pursue strategic initiatives that are important to the state of Louisiana for accelerated development in areas where the System has comparative advantage, opportunity for high impact, and appropriate resources;
- (4) modify or eliminate those programs that are no longer responsive to current or projected needs;
- (5) demonstrate prudent allocation and management of resources – human, fiscal, and physical;
- (6) maintain an environment where students, faculty, and staff can study and work effectively, be rewarded for accomplishments, and meet their personal and professional goals; and
- (7) provide leadership on state and regional levels for education, research, and service activities consistent with the System's strengths and aspirations.

#### **Mission Statement**

The Southern University System is comprised of the institutions under the supervision and management of the Board of Supervisors of Southern University and Agricultural and Mechanical College as follows: Southern University and Agricultural and Mechanical College, Southern University at New Orleans, Southern University at Shreveport, Louisiana, Southern University Law Center, and Southern University Agricultural and Extension Center.

The Southern University Board of Supervisors shall exercise power necessary to supervise and manage the institutions of postsecondary education under its control, to include receipt and expenditure of all funds appropriated for the use of the board and the institutions under its jurisdiction in accordance with the Master Plan, set tuition and attendance fees for both residents and nonresidents, purchase/lease land and purchase/construct buildings (subject to approval of Regents), purchase equipment, maintain and improve facilities, employ and fix salaries of personnel, review and approve curricula, programs of study (subject to approval by Regents), award certificates and confer degrees and issue diplomas, adopt rules and regulation and perform such other functions necessary to the supervision and management of the university system it supervises.

The Southern University Board of Supervisors shall be integrally involved in the implementation and execution of actions necessary to achieve the goals and objectives of the Master Plan. It will be responsible for:

- (1) Working cooperatively with the Board of Regents to assign specific responsibilities to each of the institutions for their
- (2) respective roles in achieving the targets set for each objective of each goal.
- (3) Insuring that each institution of its system actively participates and cooperates in fulfilling the charge of the Regional
- (4) Coordinating Council(s) to which it is assigned.
- (3) Establishing priorities within its systems for program need and resource allocation.
- (4) Insuring that the institutions within its system comply with all policies and directives of the Board of Regents, to include provisions of the Master Plan and policies on program approval and associated conditions, financial matters, inclusive of policies regarding administrative salaries, faculty pay guidelines, and other budgetary conditions, and in the area of physical facilities and related matters.

### **Philosophy Statement**

The Southern University System recognizes and accepts three main obligations:

- (1) Leadership to the institutions of the System through prudent and efficient polices and management principles, while
- (2) Communicating clear parameters in which institutional autonomy can be exercised;
- (3) Service to students, faculty, and staff, which aid in their personal and professional growth and ensure opportunities for achieving a higher quality of life; and
- (4) Cooperation with state and other agencies to ensure that the educational and other needs of the citizens of Louisiana are met through efficient and effective use of the resources provided for the System to fulfill its role, scope, and mission.

### **Goals and Objectives**

#### **Goal 1: Increase Opportunities for Student Access and Success.**

**Objective 1.1:** Increase fall 14<sup>th</sup> class day headcount enrollment at the Southern University System by 10.7% from fall 2009 baseline level of 14,372 to 15,919 by fall 2015/16. (Baseline year FY2009-10).

***NOTE:** System wide projections reflect initial declines resulting from implementation of selective admissions criteria for the Baton Rouge and New Orleans Campuses during FY 2010/11. SUS expect headcount declines to occur in 2010/11 and continue through FY 2011/12 with marginal increases commencing in FY 2012/13.*

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

- Strategy 1.1.1:** Promote electronic (distance learning) activities in each region of the state.
- Strategy 1.1.2:** Assure seamless transfers between and among campuses at all levels.
- Strategy 1.1.3:** Assure access to programs and services to citizens with disabilities.
- Strategy 1.1.4:** Support various literacy/basic education programs statewide.
- Strategy 1.1.5:** Promote dual enrollment agreements with public school districts.

**Performance Indicators:**

- Output: Number of students enrolled (as of the 14<sup>th</sup> class day) in the Southern University System
- Outcome: Percent change in the number of students enrolled (as of the 14<sup>th</sup> class day) in the Southern University System
- SOURCE: Board of Regents SSPSLOAD

**Objective 1.2:** Increase minority 14<sup>th</sup> class day fall headcount enrollment at the Southern University System by 11.1% from the fall 2009 baseline of 13,309 to 14,788 by fall, 2015/16. (Baseline year FY 2009-10)

*NOTE: System wide projections reflect initial declines resulting from implementation of selective admissions criteria for the Baton Rouge and New Orleans Campuses during FY 2010/11. SUS expect headcount declines to occur in 2010/11 and continue through FY 2011/12 with increases commencing in FY 2012/13.*

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

- Strategy 1.2.1:** Expand outreach programs to recruit minority students.
- Strategy 1.2.2:** Expand on-campus summer enrichment/transition programs.
- Strategy 1.2.3:** Expand mentoring, tutoring, and related programs.

**Performance Indicators:**

- Output: Number of minority students enrolled (as of the 14<sup>th</sup> class day) in the Southern University System
- Outcome: Percent change in the number of minority students enrolled (as of the 14<sup>th</sup> class day) in the Southern University System
- SOURCE: Board of Regents SSPSRACEL

## Goal 2: Ensure Quality and Accountability.

**Objective 2.1:** Increase the percentage of first-time, full-time degree-seeking freshmen in the Southern University System retained to the second year in public postsecondary education by 4 percentage points from the fall 2009 average system wide (SUBR, SUNO & SUSLA) baseline level of 64.6% to 68.6% by Fall, 2015/16. (Baseline year FY 2009-10)

*NOTE: System wide projections reflect initial declines resulting from implementation of selective admissions criteria for the Baton Rouge and New Orleans Campuses during FY 2010/11. SUS expect headcount declines to occur in 2010/11 and continue through FY 2011/12 with marginal increases commencing in FY 2012/13.*

Louisiana Vision 2020 Link: Objective 1.6.3 – Percentage of Louisiana residents who have graduated from a four-year college or university.

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

**Strategy 2.1.1:** Implement admissions criteria at four-year institutions to promote better student/institution match.

**Strategy 2.1.2:** Develop system wide and campus-specific retention assessment systems.

**Strategy 2.1.3:** Expand academic and training support/resource centers.

**Strategy 2.1.4:** Continue statewide assessment of student services utilizing student opinion surveys.

### Performance Indicators:

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

Outcome: Percentage change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education (total retention)

SOURCE: Board of Regents SPSRETN

**Objective 2.2:** Increase the three/six-year graduation rates (first degree attainment) in Southern University System by 16 percentage points from the FY 2009-10 average system wide baseline level of 20.5 % to 36.5 % in FY 2015-16.

*NOTE: Average baseline year FY 2009-10 listing reflect a preliminary estimate to be finalized during fourth quarter 2009/10. Projections include adjustments for SUNO's closure in FY 2005/06 due to Hurricane Katrina and resulting New Orleans **recovery** efforts through FY 2007/08. For identified years, the three/six-year freshman graduation cohort rate for fiscal years 2010/11 and 11/12 is expected to be low. With SUNO's 2010/11 entry into selective admissions freshman cohort graduation rates are expected to significantly increase by FY 2015/16.*

Louisiana Vision 2020 Link: Objective 1.6.3 – Percentage of Louisiana residents who have graduated from a four-year college or university.

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

**Strategy 2.2.1:** Implement admissions criteria at four-year institutions to promote better student/institution match.

**Strategy 2.2.2:** Develop system wide and campus-specific retention assessment systems.

**Strategy 2.2.3:** Expand efforts to encourage transfer from two-year colleges to four-year universities.

**Performance Indicators:**

Output: Number of students identified in a first-time, full-time, degree-seeking cohort graduating within three/six years.

Outcome: Percentage of students identified in a first-time, full-time, degree-seeking cohort graduating within three/six years.

SOURCE: Board of Regents BRGRATERPT

*In compliance with Act 1465 of 1997, each strategic plan must include the following process*

**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 Southern University System, as a constitutional entity with authority to plan and have budgetary authority for public postsecondary education, is strategically placed in Louisiana state government to serve numerous principal clients and users. The principal clients and users of the Southern University System and the services or benefits derived are:

- Administrators and faculty at campuses within the Southern University System
- Students enrolled at each Southern University System institution
- Federal, State, and Local governments – grants and contracts
- General public – continuing education, library services, public service, research and economic development.

**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 the Southern University System, which could significantly affect the achievement of its goals includes:

1. The State Administration

The current state administration has been very supportive of the goals and objectives of the Southern University System. The support for postsecondary 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 Southern University System plans.

2. The Economy

Post-secondary education funding is not guaranteed in the State of Louisiana. As noted in the previous strategic profile for 2008/09 – 2012/13, financial support for system-wide academic programs continue to remain precarious. Financing for Louisiana public postsecondary is neither protected by constitutional provision or state law. As a result, adverse conditions occurring in either the national or Louisiana state economies will subsequently affect public appropriations to campuses comprising the Southern University System (SUS). Such is the case for the strategic profile which encompass fiscal years 2011/12 through 2015/16. Since fiscal year 2008/09, SUS campuses have witnessed a 33.6% reduction in state financial support resulting from recent declines in the national economy. Although stimulus monies obtained from the federal government through the American Recovery Act provided marginal relief, the state of Louisiana is not expected to continue compensatory supplements beyond expiration in fiscal year 2011/12. As a result, it is projected that institutional service delivery efforts related to student access and persistence will be adversely affected.

### 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 can have dramatic affects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

### 1. Increase Opportunities for Student Access and Success.

The Board of Regents is given authority in the Constitution (Article VIII, Section 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. Southern University System and its campuses are a part of the Board of Regents Master Plan.

### 2. Ensure Quality and Accountability.

A. The Board of Regents is given authority in the Constitution (Article VIII, Section 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. The Southern University System and its campuses are a part of the Board of Regents Master Plan.

B. The Board of Regents is given authority in the 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. Southern University System and its campuses are a part of the Board of Regents Master Plan.

C. The Board of Regents is given authority in the Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. Southern University System and its campuses are a part of the Board of Regents Master Plan.

D. Acts 237 of 1993 and 459 of 1995 require the Board of Regents to design and implement an accountability program for public higher education. Southern University System and its campuses are a part of public higher education.

### 3. Enhance Service to the Community and State

The Board of Regents is given authority in the Constitution (Article VIII, Section 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. Southern University System and its campuses are a part of the Board of Regents Master Plan.



- 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, which was adopted by the Board of Regents in March 2001. The development of the Master Plan included multi-constituent task forces and study groups, the use of consultants, and public hearings. Southern University System and its campuses are a part of the Board of Regents Master Plan.
- 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, the Southern University System 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.
- IX. A statement regarding the Human Resource policies benefiting women and families.**  
Currently, the Southern University System does not have a specific policy benefiting women and families other than the Equal Opportunity Policy. However, the Southern University System through respective campuses offers programs and services that are beneficial to the success and prosperity of women and families.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University Board of Supervisors

**Objective:** Increase fall 14<sup>th</sup> class day headcount enrollment at the Southern University System by 10.7% from fall 2009 baseline level of 14,372 to 15,919 by fall 2015/16. (Baseline year FY2009 -10).

**Indicator Name:** Number of students enrolled (as of the 14<sup>th</sup> class day) in the Southern University System.

**Indicator LaPAS PI Code:** 7383

1. **Type and Level:** Output, Key
2. **Rationale:** Recognition of the importance of Louisiana having an educated citizenry.
3. **Use:** Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.
4. **Clarity:** Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number)
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). The data are gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
7. **Calculation Methodology:** The standard method practiced nationwide for reporting headcount enrollment is as of the 14<sup>th</sup> class day of the semester (9<sup>th</sup> class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.
8. **Scope:** This indicator is the aggregate of all enrolled students in the Southern University System institutions (SUBR, SUNO, SUSLA and SULC).
9. **Caveats:** No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.
10. **Responsible Person:** Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University Board of Supervisors

**Objective:** Increase fall 14<sup>th</sup> class day headcount enrollment at the Southern University System by 10.7% from fall 2009 baseline level of 14,372 to 15,919 by fall 2015/16. (Baseline year FY2009 -10).

**Indicator Name:** Percent change in the number of students enrolled (as of the 14<sup>th</sup> class day) in the Southern University System.

**Indicator LaPAS PI Code:** 13871

1. **Type and Level:** Output, Key
2. **Rationale:** Recognition of the importance of Louisiana having an educated citizenry.
3. **Use:** Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.
4. **Clarity:** Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). The data are gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The percent change will be measured from the baseline year to the year being examined.
7. **Calculation Methodology:** The standard method practiced nationwide for reporting headcount enrollment is as of the 14<sup>th</sup> class day of the semester (9<sup>th</sup> class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and reporting the difference (whether increase or decrease). The difference will be divided by the baseline year enrollment to calculate the percent change.

8. **Scope:** This indicator is the aggregate of all enrolled students in the Southern University System institutions (SUBR, SUNO, SUSLA and SULC). The percent change will be measured in the aggregate.
9. **Caveats:** No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.
10. **Responsible Person:** Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University Board of Supervisors

**Objective:** Increase minority 14<sup>th</sup> class day fall headcount enrollment at the Southern University System by 11.1% from the fall 2009 baseline of 13,309 to 14,788 by fall, 2015/16. (Baseline year FY 2009-10)

**Indicator Name:** Number of minority students enrolled (as of the 14<sup>th</sup> class day) in the Southern University System.

**Indicator LaPAS PI Code:** 13883

1. **Type and Level:** Output, Key
2. **Rationale:** Recognition 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. **Use:** Postsecondary education remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. The objective of increasing minority enrollment in postsecondary education can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.
4. **Clarity:** Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number). For purposes of this document, minority is defined as non-white, non-foreign, and non-response.
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). The data are gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
7. **Calculation Methodology:** For purposes of the Board of Regents' Master Plan and this strategic plan, minority is defined as non-white, non-foreign, and non-response. Any student who is reported as having any other ethnicity code 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 (9<sup>th</sup> class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

- 8. Scope:** This indicator is the aggregate of all enrolled minority students in the Southern University System institutions (SUBR, SUNO, SUSLA and SULC).
- 9. Caveats:** No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white, non-foreign, and non-response.
- 10. Responsible Person:** Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University Board of Supervisors

**Objective:** Increase minority 14<sup>th</sup> class day fall headcount enrollment at the Southern University System by 11.1% from the fall 2009 baseline of 13,309 to 14,788 by fall, 2015/16. (Baseline year FY 2009-10)

**Indicator Name:** Percent change in the number of minority students enrolled (as of the 14<sup>th</sup> class day) in the Southern University System.

**Indicator LaPAS PI Code:** 13884

1. **Type and Level:** Output, Key
2. **Rationale:** Recognition 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. **Use:** Postsecondary education remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. The objective of increasing minority enrollment in postsecondary education can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.
4. **Clarity:** Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number). For purposes of this document, minority is defined as non-white, non-foreign, and non-response.
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents’ Statewide Student Profile System (SSPS). The data are gathered twice annually, in the Fall and Spring. For this indicator, Fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The percent change will be measured from the baseline year to the year being examined.

- 7. Calculation Methodology:** For purposes of the Board of Regents' Master Plan and this strategic plan, minority is defined as non-white, non-foreign, and non-response. Any student who is reported as having any other ethnicity code 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 (9<sup>th</sup> class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and reporting the difference (whether increase or decrease). The difference will be divided by the baseline year enrollment to calculate the percent change.
- 8. Scope:** This indicator is the aggregate of all enrolled minority students in the Southern University System institutions (SUBR, SUNO, SUSLA and SULC).
- 9. Caveats:** No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white, non-foreign, and non-response.
- 10. Responsible Person:** Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.



## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University Board of Supervisors

**Objective:** Increase the percentage of first-time, full-time degree-seeking freshmen in the Southern University System retained to the second year in public postsecondary education by 4 percentage points from the fall 2009 average system wide (SUBR, SUNO & SUSLA) baseline level of 64.6% to 68.6% by Fall, 2015/16. (Baseline year FY 2009-10)

**Indicator Name:** Percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education (total retention).

**Indicator LaPAS PI Code:** 13880

1. **Type and Level:** Output, Key
2. **Rationale:** The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.
3. **Use:** Retention in college impacts many decisions. Student retention has impacts on financial aid, housing, upper level course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution's enrollment impacts scheduling, hiring, future planning, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.
4. **Clarity:** Retention refers to the actual number of first-time freshmen students enrolled in a Fall semester that return to school the following Fall semester.
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). The data are gathered twice annually, in the Fall and Spring. For this indicator, Fall data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
7. **Calculation Methodology:** The standard method practiced nationwide for reporting headcount enrollment is as of the 14<sup>th</sup> class day of the semester (9<sup>th</sup> class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The baseline retention rate was calculated using the cohort of first-time, full-time entering freshmen in Fall 2005 which re-enrolled in Fall, 2006. The same type of calculation will be performed using subsequent cohorts.

- 8. Scope:** This indicator is the aggregate of the cohort of first-time, full-time, degree-seeking freshmen in the Southern University System institutions (SUBR, SUNO, SUSLA, SULC) retained the following Fall in postsecondary education in the state. Retention rates for the system as a whole will be reported in the aggregate.
- 9. Caveats:** No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations. Also, students retained and the retention rate includes all students retained in the system as a whole, not retained at the campus level.
- 10. Responsible Person:** Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University Board of Supervisors

**Objective:** Increase the percentage of first-time, full-time degree-seeking freshmen in the Southern University System retained to the second year in public postsecondary education by 4 percentage points from the fall 2009 average system wide (SUBR, SUNO & SUSLA) baseline level of 64.6% to 68.6% by Fall, 2015/16. (Baseline year FY 2009-10)

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

**Indicator LaPAS PI Code:** 13881

1. **Type and Level:** Output, Key
2. **Rationale:** The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retain them in school, thus preparing them for more productive lives.
3. **Use:** Retention in college impacts many decisions. Student retention has impacts on financial aid, housing, upper level course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution's enrollment impacts scheduling, hiring, future planning, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.
4. **Clarity:** Retention refers to the actual number of first-time freshmen students enrolled in a Fall semester that return to school the following Fall semester.
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). This system has been in existence for approximately 25 years and is considered reliable.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS). The data are gathered twice annually, in the Fall and Spring. For this indicator, Fall data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.
7. **Calculation Methodology:** The standard method practiced nationwide for reporting headcount enrollment is as of the 14<sup>th</sup> class day of the semester (9<sup>th</sup> class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The baseline retention rate was calculated using the cohort of first-time, full-time degree-seeking freshmen in Fall 2005 which re-enrolled in Fall, 2006. The same type of calculation will be performed using subsequent cohorts. The subsequent retention rate will be subtracted from the baseline retention rate to calculate a percentage point change in the rate.

- 8. Scope:** This indicator is the aggregate of the cohort of first-time, full-time, degree-seeking freshmen in the Southern University System institutions (SUBR, SUNO, SUSLA, SULC) retained the following Fall in postsecondary education in the state. Retention rates for the system as a whole will be reported in the aggregate.
- 9. Caveats:** No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations. Also, students retained and the retention rate includes all students retained in the system as a whole, not retained at the campus level.
- 10. Responsible Person:** Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University Board of Supervisors</b>
<b>Objective:</b>	<b>Increase the three/six-year graduation rates (first degree attainment) in Southern University System by 16 percentage points from the FY 2009-10 average system wide baseline level of 20.5 % to 36.5 % in FY 2015-16.</b>
<b>Indicator Name:</b>	<b>Number of students identified in a first-time, full-time degree-seeking freshmen cohort graduating within three/six years from the Southern University System campuses.</b>
<b>Indicator LaPAS PI Code:</b>	<b>13877</b>

1. **Type and Level:** Output, Key
2. **Rationale:** Graduation rates in Louisiana public postsecondary education have improved in recent years but are still low. It is important for the further development of the state's economy that a higher percentage of students who enroll in college earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. **Use:** Institutions must improve graduation rates. Additional campus resources must be allocated to programs, which target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Further movement towards admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.
4. **Clarity:** Graduation rate is defined as the number from an entering cohort who graduated within three/six years.
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Board of Regents' Statewide Completers System. This system has been in existence for many years and is considered reliable.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide Completers System. The Statewide Completers Survey is collected annually and is due in July. The indicator will be reported at the end of the fourth quarter. The student cohort includes those students who entered a System institution three (SUSLA) or six (SUBR and SUNO) years earlier and reflects how many from the entering cohort have graduated from postsecondary education in Louisiana.
7. **Calculation Methodology:** It is a straightforward calculation. The number from an entering cohort who graduated within three/six years is reported.

8. **Scope:** The Board of Regents will be reporting a single number of graduates from a particular cohort. All institutions in the System will be aggregated.
9. **Caveats:** The main weakness of the indicator is that the federal government's system does not allow campuses to claim graduates following transfer. Once a student transfers, he/she is always a transfer and cannot be counted as a graduate. This results in undercounting of graduates. However, in spite of this major drawback, currently, this system is the only one, which is comparable across states and will be used.
10. **Responsible Person:** The Board of Regents (BOR) is the statewide coordinator for IPEDS. Previously, the Board distributed all the forms, collected them and submitted them on behalf of the institutions. IPEDS has recently transitioned to a web-based system. The Southern University System and the Board of Regents retains access to the data.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University Board of Supervisors</b>
<b>Objective:</b>	<b>Increase the three/six-year graduation rates (first degree attainment) in Southern University System by 16 percentage points from the FY 2009-10 average system wide baseline level of 20.5 % to 36.5 % in FY 2015-16.</b>
<b>Indicator Name:</b>	<b>Percentage of students identified in a first-time, full-time degree-seeking cohort graduating within three/six years from the Southern University System campuses.</b>
<b>Indicator LaPAS PI Code:</b>	<b>13879</b>

1. **Type and Level:** Output, Key
2. **Rationale:** Graduation rates in Louisiana public postsecondary education have improved in recent years but are still low. It is important for the further development of the state's economy that a higher percentage of students who enroll in college earn a degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. **Use:** Institutions must improve graduation rates. Additional campus resources must be allocated to programs, which target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Further movement towards admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.
4. **Clarity:** Graduation rate is defined as the number from an entering cohort who graduated within three/six years.
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Board of Regents' Statewide Completers System. This system has been in existence for many years and is considered reliable.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide Completers System. The Statewide Completers Survey is collected annually and is due in July. The indicator will be reported at the end of the fourth quarter. The student cohort includes those students who entered a System institution three (SUSLA) or six (SUBR and SUNO) years earlier and reflects how many from the entering cohort have graduated from postsecondary education in Louisiana.
7. **Calculation Methodology:** It is a straightforward calculation. Divide the number from a cohort who graduated by the total entering cohort. The resulting percentage is the graduation rate

8. **Scope:** The Board of Regents will be reporting a single number of graduates from a particular cohort. All institutions in the System will be aggregated.
9. **Caveats:** The main weakness of the indicator is that the federal government's system does not allow campuses to claim graduates following transfer. Once a student transfers, he/she is always a transfer and cannot be counted as a graduate. This results in undercounting of graduates. However, in spite of this major drawback, currently, this system is the only one, which is comparable across states and will be used.
10. **Responsible Person:** The Board of Regents (BOR) is the statewide coordinator for IPEDS. Previously, the Board distributed all the forms, collected them and submitted them on behalf of the institutions. IPEDS has recently transitioned to a web-based system. The Southern University System and the Board of Regents retains access to the data.



## STRATEGIC PLANNING CHECKLIST

### **Planning Process**

- General description of process implementation included in plan process documentation
- Department/agency explanation of how duplication of program operations will be avoided included in plan process documentation
- Incorporated statewide strategic initiatives
- Incorporated organization internal workforce plans and information technology plans

### **Analysis Tools Used**

- SWOT analysis
- Cost/benefit analysis
- Financial audit(s)
- Performance audit(s)
- Program evaluation(s)
- Benchmarking for best management practices
- Benchmarking for best measurement practices
- Stakeholder or customer surveys

### **Stakeholders (Customers, Compliers, Expectation Groups, Others) identified**

- Involved in planning process
- Discussion of stakeholders included in plan process documentation

### **Authorization for goals**

- Authorization exists
- Authorization needed
- Authorization included in plan process documentation

### **External Operating Environment**

- Factors identified and assessed
- Description of how external factors may affect plan included in plan process documentation

### **Formulation of Objectives**

- Variables (target group; program & policy variables; and external variables) assessed
- Objectives are SMART

*Strategic Planning Checklist continued*

**Building Strategies**

- Organizational capacity analyzed
- Needed organizational structural or procedural changes identified
- Resource needs identified
- Strategies developed to implement needed changes or address resource needs
- Action plans developed; timelines confirmed; and responsibilities assigned

**Building in Accountability**

- Balanced sets of performance indicators developed for each objective
- Indicator Documentation Sheets completed
- Internal accountability process or system implemented to measure progress

**Fiscal Impact of Plan**

- Impact on operating budget
- Impact on capital outlay budget
- Means of finance identified for budget change