

# **SOUTHERN UNIVERSITY BOARD OF SUPERVISORS**



## **STRATEGIC PLAN**

**ACT 1465 of 1997 Compliance Document  
FY 2014-15 through FY 2018-19**

**Submitted to  
The Louisiana Board of Regents  
and  
The Office of Planning and Budget  
FY 2013-2014**

# SOUTHERN UNIVERSITY BOARD OF SUPERVISORS

## ACT 1465 STRATEGIC PLAN

### FY 2014-15 through FY 2018-2019

#### VISION

The Southern University System (SUS), 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

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 Coordinating Council(s) to which it is assigned.
- (4) Establishing priorities within its systems for program need and resource allocation.
- (5) 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**

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 the fall 14<sup>th</sup> class day headcount enrollment at the Southern University System by 1.0% from the baseline level of 13,381 to 13,516 by fall 2018-19 (Baseline year FY2012-13).

***NOTE:** Factoring continued SUBR student headcount decline through 2015-16, the SU system project a slight increase in overall enrollment commencing in FY 2016-17 and continuing through FY 2018-19. Factoring continued SUBR student headcount decline through FY 2015-16, the SU System project marginal increases to occur in FY 2016-17 with continuation through FY 2018-19 during the five-year profile period. SUNO and SUSLA forecast marginal growth with SULC expecting to maintain a desirable enrollment at 600 students.*

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master [Plan for Postsecondary Education](#).

**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

**Goal 2: Ensure Quality and Accountability.**

**Objective II.1:** Increase the percentage of first-time, full-time degree-seeking freshmen in the Southern University System retained to the second Fall at the same institution of initial enrollment by 2.9 percentage points from the fall 2011 cohort (to Fall 2012) average system wide (SUBR & SUNO) baseline level of 58.7% to 61.6% by Fall, 2018-19 (Retention of 2017 cohort)

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master [Plan for Postsecondary Education](#) and LA GRAD Act

**Strategy II.1.1:** Implement admissions criteria at four-year institutions to promote better student/institution match.

**Strategy II.1.2:** Develop system wide and campus-specific retention assessment systems.

**Strategy II.1.3:** Expand academic and training support/resource centers.

**Strategy II.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 at the same institution
- Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution
- SOURCE: Board of Regents SPSRETN

**Objective II.2:** Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.2 percentage points from the Fall 2011 cohort (to Fall 2012) baseline level of 50.6 to 53.8 by Fall 2018 (retention of the 2017 cohort).

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master [Plan for Postsecondary Education](#) and LA GRAD Act

**Strategy II.2.1:** Enforce all academic advising, policies, procedures, and standards.

**Strategy II.2.2:** Evaluate and revise programs designed to ensure proficiency attainment in math, science, and English.

**Strategy II.2.3:** Establish a program to minimize academic stop-outs. [Academic Stop-outs are students who may sit out one or more semesters prior to completing degree.]

**Strategy II.2.4:** Involve all university academic support activities to increase student retention.

**Strategy II.2.5:** Periodically monitor progress through external assessments and external student satisfaction surveys.

**Performance Indicators:**

- Output: Percentage of first time, full-time, associate degree-seeking freshmen retained to the second year at the same institution.
- Outcome: Percentage point change in the percentage of first-time, full-time, associate degree-seeking freshmen retained to the second year at the same institution.
- Source: Board of Regents SPSRETN & Collateral Data Profile Sets at the campus Level

**Objective II.3:** Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 5.5 percentage points from the Fall 20107 cohort (to Fall 2012) baseline level of 43.0% to 48.5% by Fall 2018 (retention of the 2016 cohort).

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen’s education and the citizen’s health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act

**Strategy II.3.1:** Enforce all academic advising, policies, procedures, and standards.

**Strategy II.3.2:** Evaluate and revise programs designed to ensure proficiency attainment in math, science, and English.

**Strategy II.3.3:** Establish a program to minimize academic stop-outs. [Academic Stop-outs are students who may sit out one or more semesters prior to completing degree.]

**Strategy II.3.4:** Involve all university academic support activities to increase student retention.

**Strategy II.3.5:** Periodically monitor progress through external assessments and external student satisfaction surveys.

**Performance Indicators:**

Output: Percentage of first time, full-time, degree-seeking freshmen retained to the third year at the same 4 year institution.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the third year at the same 4 year institution.

Source: Board of Regents SPSRETN & Collateral Data Profile Sets at the campus Level

**Objective II.4:** Increase the three/six-year graduation rates defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS) in Southern University System by 6.5 percentage points from the average system wide baseline level of 16.7% to 23.2% in FY 2018-19 (Fall 2013 cohort)

***NOTE:** With SUNO’s 2010-11 entry into selective admissions freshman cohort graduation rates are expected to significantly increase by FY 2015-16 and continue through 2018-19.*

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen’s education and the citizen’s health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act

**Strategy II.4.1:** Implement admissions criteria at four-year institutions to promote better student/institution match.

**Strategy II.4.2:** Develop system wide and campus-specific retention assessment systems.

**Strategy II.4.3:** Expand efforts to encourage transfer from two-year colleges to four-year universities.

**Performance Indicators:**

- Output: Percentage of students identified in a first-time, full-time, degree-seeking cohort graduating within three/six years from postsecondary education.
- Outcome: Number of students identified in a first-time, full-time, degree-seeking cohort graduating within three/six years from postsecondary education.
- SOURCE: National Center for Education Statistics (NCES)

**Objective II. 5:** Increase the Graduate Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS) for associate degree seeking students at Southern University Shreveport by 1.5 percentage points from the FY 2010-11 baseline levels of 14.0% to 15.5 % by FY 2018-19 (Fall 2016 cohort).

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act

**Strategy II.5.1:** Maintain opened enrollment policy to increase enrollment of first-time, full-time degree seeking students at SUSLA and to continually expand academic programs.

**Strategy II.5.2:** Develop campus-specific retention assessment systems and establish on-campus housing. Expand academic and training support resource centers. Establish on-campus housing and expand academic programs including the establishment of new instructional degree certification program which are sensitive to workforce development needs.

**Strategy II.5.3:** Expand efforts to encourage transfer of dual enrollment students

**Performance Indicators:**

- Output: Percentage of students identified in a first-time, full-time, associate degree-seeking cohort, graduate within three/six years from public postsecondary education.
- Outcome: Number of students identified in a first-time, full-time, degree-seeking cohort, graduating with three/six years from public postsecondary education
- Source: National Center for Education Statistics (NCES)

**Objective II.6:** Increase the total number of completers for all awards levels in a given academic year from the baseline year number of 2,036 in academic year 2011-12 to 2,170 in academic year 2018-19. Students may only be counted once per award level.

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act

**Strategy II.6.1:** Assess admission criteria at four-year institutions to promote better student-to-institution match. In addition, maintain opened enrollment policy to increase enrollment of first-time, full-time degree seeking students at SUSLA and to continually expand academic programs.

**Strategy II.6.2:** Develop campus-specific retention assessment systems and establish on-campus housing. Expand academic and training support resource centers. Establish on-campus housing and expand academic programs including the establishment of new instructional degree certification program which are sensitive to workforce development needs.

**Strategy II.6.3:** Expand efforts to encourage transfer of dual enrollment students

**Strategy II.6.4:** Expand available and use of degree audits to facilitate progression toward a degree

**Performance Indicators:**

Output: Total number of completers for all awards level  
Outcome: Percent change in the number from the baseline year  
Source: Board of Regents Statewide Completers System.

**Objective II.7:** Increase the number of Education student Praxis passage rates by 2.3 percentage points from the average system wide 2011-12 base year listing of 97.5% to 99.8% in 2018-19.

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act

**Strategy II.7.1:** Assess admission criteria at four-year institutions to promote better student-to-institution match.

**Strategy II.7 .2:** Expand academic and supplemental training resource centers in support of instructional degree certification programs which are sensitive to workforce development needs.



**Performance Indicators:**

Output: Number of students passing the Praxis exam  
Outcome: Percent change in the passage rate on Praxis certification exam  
Source: Louisiana Department of Education

**Objective II.8:** Increase the number of BSRN NCLEX passage rates by 1.6 percentage points above the 2011-12 base year listing of 86.4% to 88.0% in 2018-19.

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master [Plan for Postsecondary Education](#) and LA GRAD Act

**Strategy II.8.1:** Assess admission criteria at four-year institutions to promote better student-to-institution match.

**Strategy II.8.2:** Expand academic and supplemental training resource centers in support of instructional degree certification programs which are sensitive to workforce development needs.

**Performance Indicators:**

Output: Number of students passing the NCLEX licensure exam  
Outcome: Percent change in the passage rate on NCLEX exam  
Source: Louisiana State Board of Nursing

**Objective II.9:** Increase the AS Nursing average annual passage rate for Southern University at Shreveport by 2.2 percentage points from the 2011-12 base year listing of 88.8% to 91.0% in 2018-19.

State Outcome Goals Links: Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

Other Link: Closely linked to objective in Master [Plan for Postsecondary Education](#) and LA GRAD Act

**Strategy II.9.1:** Maintain opened enrollment policy to increase enrollment of first-time, full-time degree seeking students at SUSLA and to continually expand academic programs

**Strategy II.9.2:** Expand academic and supplemental training resource centers in support of instructional degree certification programs which are sensitive to workforce development needs.

**Performance Indicators:**

Output: Number of students passing the Nursing Licensure exam

Outcome: Percent change in the passage rate on Nursing Licensure exam

Source: Louisiana State Board of Nursing

*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 two strategic profiles, financial support for system-wide academic programs continues 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 the Southern University System (SUS). Such is the case for the present strategic profile which encompass fiscal years 2011/12 through 2015/16. Since baseline 2009, the SUS has witnessed reductions approximating 34 percent in state financial support resulting from recent declines in the national economy.

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. Implementation of the Louisiana GRAD Act.

#### 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. The Regents has implementing authority for the Louisiana GRAD Act. 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 System

**Objective: I.1** Increase fall 14<sup>th</sup> class day headcount enrollment within the Southern University at Southern University at Shreveport by 1.1% from the baseline level of 13,381 to 13,516 by fall 2018-19 (Baseline year FY 2012-13)

**Indicator Name:** Number of Students Enrolled (as of the 14<sup>th</sup> class day) within the Southern University System

**Indicator LaPAS PI Code:** 7383

1. **Type and Level:** Output/Key
2. **Rationale:** Like the rest of the nation, Louisiana experiences disconcerting achievement gaps between students of different races and socio-economic backgrounds. Particularly given Louisiana's large at-risk and minority populations, the state must aggressively focus on effective practices for serving these populations in order to close achievement gaps. This is made more urgent by the "No Child Left Behind" Act which mandates states close those gaps. Recognition that Louisiana's minority participation remains under-represented in post-secondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state's economy.
3. **Source of the Performance indicator:** Data will be retrieved from the Board of Regents' Statewide Student Profile (SSPS). This system has been in existence for over 30 Years
4. **Frequency and timing of collection or reporting:** The data are gathered twice annually, in the fall and spring. For this indicator, fall data 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.
5. **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.
6. **Indicator jargon, acronyms, or unclear terms:** Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of students credit hours enrolled divided by a fixed number.
7. **Is the indicator an aggregate or disaggregated figure:** This indicator is the aggregate of all enrolled students in the four systems of postsecondary education (LCTCS, LSU, SU, UL).

8. **Responsibilities for data collection, analysis, and quality?** Each institution (either on its own or through its system office) 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.
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** No real weakness. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.
10. **Indicator utilization in management decision making and other agency processes?** Enrollment drives many management decisions. The size of an institutions' enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University System</b>
<b>Objective: I.1</b>	<b>Increase fall 14<sup>th</sup> class day headcount enrollment within the Southern University System by 1.1% from the baseline level of 13,381 to 13,516 by fall 2018 (Baseline year FY 2012-13).</b>
<b>Indicator: (2)</b>	<b>Percent change in the number of students enrolled (as of the 14<sup>th</sup> class day) in public postsecondary education</b>
<b>Indicator LaPAS PI Code:</b>	<b>13871</b>

1. **Type and Level:** Output/Key
2. **Rationale:** Like the rest of the nation, Louisiana experiences disconcerting achievement gaps between students of different races and socio-economic backgrounds. Particularly given Louisiana's large at-risk and minority populations, the state must aggressively focus on effective practices for serving these populations in order to close achievement gaps. This is made more urgent by the "No Child Left Behind" Act which mandates states close those gaps. Recognition that Louisiana's minority participation remains under-represented in post-secondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state's economy.
3. **Source of the Performance indicator:** Data will be retrieved from the Board of Regents' Statewide Student Profile (SSPS). This system has been in existence for over 30 Years
4. **Frequency and timing of collection or reporting:** The data are gathered twice annually, in the fall and spring. For this indicator, fall data 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.
5. **Calculation Methodology:** The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change  $[(Y2-YB)/Yb]$ .
6. **Indicator jargon, acronyms, or unclear terms:** Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of students credit hours enrolled divided by a fixed number.
7. **Is the indicator an aggregate or disaggregated figure:** This indicator is the aggregate of all enrolled students in the four systems of postsecondary education (LCTCS, LSU, SU, UL).



8. **Responsibilities for data collection, analysis, and quality?** Each institution (either on its own or through its system office) 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.
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** No real weakness. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.
10. **Indicator utilization in management decision making and other agency processes?** Enrollment drives many management decisions. The size of an institutions' enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University System</b>
<b>Objective: II.1</b>	<b>Increase the percentage of first–time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.9 percentage points from the fall 2011 cohort (to fall 2012) average system wide (SUBR &amp; SUNO) baseline level of 58.7% to 61.6% by Fall 2018/19 (Retention of the 2017 cohort).</b>
<b>Indicator:</b>	<b>The percentage of first–time in college, full time, degree-seeking students retained to the second Fall at the same institution of initial enrollment.</b>
<b>Indicator LaPAS PI Code:</b>	<b>24595</b>

1. **Type and Level:** Output/Key
2. **Rationale:** Like the rest of the nation, Louisiana experiences disconcerting achievement gaps between students of different races and socio-economic backgrounds. Particularly given Louisiana’s large at-risk and minority populations, the state must aggressively focus on effective practices for serving these populations in order to close achievement gaps. This is made more urgent by the “No Child Left Behind” Act which mandates states close those gaps. Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state’s economy.
3. **Source of the Performance indicator:** Data will be retrieved from the Board of Regents’ Statewide Student Profile (SSPS). This system has been in existence for over 30 Years
4. **Frequency and timing of collection or reporting:** The data are gathered twice annually, in the fall and spring. For this indicator, fall data 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.
5. **Calculation Methodology:** For purposes of the Board of Regents’ Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following fall.
6. **Indicator jargon, acronyms, or unclear terms:** No.

7. **Is the indicator an aggregate or disaggregated figure:** This indicator is the aggregate of all retained students in the four systems of postsecondary education (LCTCS, LSU, SU, and UL).
8. **Responsibilities for data collection, analysis, and quality?** Each institution (either on its own or through its system office) 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.
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** No real weakness. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University System</b>
<b>Objective: II.1</b>	<b>Increase the percentage of first–time in college, full-time, degree-seeking students retained to the second Fall at the same institution of initial enrollment by 2.9 percentage points from the fall 2011 cohort (to fall 2012) average system wide (SUBR &amp; SUNO) baseline level of 58.7% to 61.6% by Fall 2018-19 (retention of the 2017 cohort).</b>
<b>Indicator: (2) retained to the</b>	<b>The percentage point change in the percentage of first–time in college degree full-time degree-seeking students second Fall at the same institution of initial enrollment.</b>
<b>Indicator LaPAS PI Code:</b>	<b>24596</b>

1. **Type and Level:** Output/Key
2. **Rationale:** Like the rest of the nation, Louisiana experiences disconcerting achievement gaps between students of different races and socio-economic backgrounds. Particularly given Louisiana’s large at-risk and minority populations, the state must aggressively focus on effective practices for serving these populations in order to close achievement gaps. This is made more urgent by the “No Child Left Behind” Act which mandates states close those gaps. Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state’s economy.
3. **Source of the Performance indicator:** Data will be retrieved from the Board of Regents’ Statewide Student Profile (SSPS). This system has been in existence for over 30 Years
4. **Frequency and timing of collection or reporting:** The data are gathered twice annually, in the fall and spring. For this indicator, fall data 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.
5. **Calculation Methodology:** For purposes of the Board of Regents’ Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following fall.
6. **Indicator jargon, acronyms, or unclear terms:** No.
7. **Indicator characteristics aggregate or disaggregated figure:** This indicator is the aggregate of all retained students in the four systems of postsecondary education (LCTCS, LSU, SU, & UL).

8. **Responsibilities for data collection, analysis, and quality?** Each institution (either on its own or through its system office) 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.
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** No real weakness. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University System</b>
<b>Objective: II.2</b>	<b>Increase the percentage of first–time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.2 percentage points from the Fall 2011 cohort (to Fall 2012) baseline level of 50.6% to 53.8% by Fall 2018 (retention of the 2017 cohort).</b>
<b>Indicator:</b>	<b>The percentage of first–time in college, full time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment.</b>
<b>Indicator LaPAS PI Code:</b>	<b>24597</b>

1. **Type and Level:** Output/Key
2. **Rationale:** Like the rest of the nation, Louisiana experiences disconcerting achievement gaps between students of different races and socio-economic backgrounds. Particularly given Louisiana’s large at-risk and minority populations, the state must aggressively focus on effective practices for serving these populations in order to close achievement gaps. This is made more urgent by the “No Child Left Behind” Act which mandates states close those gaps. Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state’s economy.
3. **Source of the Performance indicator:** Data will be retrieved from the Board of Regents’ Statewide Student Profile (SSPS). This system has been in existence for over 30 Years
4. **Frequency and timing of collection or reporting:** The data are gathered twice annually, in the fall and spring. For this indicator, fall data 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.
5. **Calculation Methodology:** For purposes of the Board of Regents’ Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following fall.
6. **Indicator jargon, acronyms, or unclear terms:** No.
7. **Is the indicator an aggregate or disaggregated figure:** Indicator reflects an aggregate of all retained students in the two –year public postsecondary institutions

8. **Responsibilities for data collection, analysis, and quality?** Each institution (either on its own or through its system office) 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.
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** No real weakness. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University at System</b>
<b>Objective: II.2</b>	<b>Increase the percentage of first–time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 3.2 percentage points from the Fall 2011 cohort (to Fall 2012) baseline level of 50.6% to 53.8% by Fall 2018 (retention of the 2017 cohort).</b>
<b>Indicator: (2)</b>	<b>The percentage of first–time in college, full time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment.</b>
<b>Indicator LaPAS PI Code:</b>	<b>24598</b>

1. **Type and Level:** Output/Key
2. **Rationale:** Like the rest of the nation, Louisiana experiences disconcerting achievement gaps between students of different races and socio-economic backgrounds. Particularly given Louisiana’s large at-risk and minority populations, the state must aggressively focus on effective practices for serving these populations in order to close achievement gaps. This is made more urgent by the “No Child Left Behind” Act which mandates states close those gaps. Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state’s economy.
3. **Source of the Performance indicator:** Data will be retrieved from the Board of Regents’ Statewide Student Profile (SSPS). This system has been in existence for over 30 Years
4. **Frequency and timing of collection or reporting:** The data are gathered twice annually, in the fall and spring. For this indicator, fall data 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.
5. **Calculation Methodology:** For purposes of the Board of Regents’ Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained in the following fall.
6. **Indicator jargon, acronyms, or unclear terms:** No.



7. **Is the indicator an aggregate or disaggregated figure:** Indicator reflects an aggregate of all retained students in the two –year public postsecondary institutions
8. **Responsibilities for data collection, analysis, and quality?** Each institution (either on its own or through its system office) 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.
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** No real weakness. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

## PERFORMANCE INDICATOR DOCUMENTATION

- Program:** Southern University System
- Objective: II.3** Increase the percentage of first–time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 5.5 percentage points from the Fall 2010 average system wide cohort (to Fall 2012) baseline level of 43.0% to 48.5% by Fall 2018-19 (retention of the 2016 cohort).
- Indicator: (2)** The percentage change in the percentage of first–time in college, full time, degree-seeking students retained to the third following Fall at the same institution of initial enrollment.
- Indicator LaPAS PI Code:** 24599
1. **Type and Level:** Output/Key
  2. **Rationale:** Like the rest of the nation, Louisiana experiences disconcerting achievement gaps between students of different races and socio-economic backgrounds. Particularly given Louisiana’s large at-risk and minority populations, the state must aggressively focus on effective practices for serving these populations in order to close achievement gaps. This is made more urgent by the “No Child Left Behind” Act which mandates states close those gaps. Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state’s economy.
  3. **Source of the Performance indicator:** Data will be retrieved from the Board of Regents’ Statewide Student Profile (SSPS). This system has been in existence for over 30 Years
  4. **Frequency and timing of collection or reporting:** The data are gathered twice annually, in the fall and spring. For this indicator, fall data 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.
  5. **Calculation Methodology:** For purposes of the Board of Regents’ Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained the third following fall at four year institutions.
  6. **Indicator jargon, acronyms, or unclear terms:** No.
  7. **Is the indicator an aggregate or disaggregated figure:** This indicator is the aggregate of all retained students to the third fall at four year institutions

8. **Responsibilities for data collection, analysis, and quality?** Each institution (either on its own or through its system office) 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.
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** No real weakness. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University System

**Objective: II.3** Increase the percentage of first–time in college, full-time, degree-seeking students retained to the third Fall at the same institution of initial enrollment by 5.5 percentage points from the Fall 2010 average system wide cohort (to Fall 2012) baseline level of 43.0% to 48.5% by Fall 2018/19 (retention of the 2016 cohort).

**Indicator: (2)** The percentage point change in the percentage of first–time in college, full time, degree-seeking students retained to the third following Fall at the same institution of initial enrollment.

**Indicator LaPAS PI Code:** 24599

1. **Type and Level:** Output/Key
2. **Rationale:** Like the rest of the nation, Louisiana experiences disconcerting achievement gaps between students of different races and socio-economic backgrounds. Particularly given Louisiana’s large at-risk and minority populations, the state must aggressively focus on effective practices for serving these populations in order to close achievement gaps. This is made more urgent by the “No Child Left Behind” Act which mandates states close those gaps. Recognition that Louisiana’s minority participation remains under-represented in post-secondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state’s economy.
3. **Source of the Performance indicator:** Data will be retrieved from the Board of Regents’ Statewide Student Profile (SSPS). This system has been in existence for over 30 Years
4. **Frequency and timing of collection or reporting:** The data are gathered twice annually, in the fall and spring. For this indicator, fall data 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.
5. **Calculation Methodology:** For purposes of the Board of Regents’ Master Plan and this strategic plan, retention rates are the percentage of an incoming class which is retained the third following fall at four year institutions.
6. **Indicator jargon, acronyms, or unclear terms:** No.
7. **Is the indicator an aggregate or disaggregated figure:** This indicator is the aggregate of all retained students to the third fall at four year institutions

8. **Responsibilities for data collection, analysis, and quality?** Each institution (either on its own or through its system office) 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.
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** No real weakness. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University System

**Objective: II.4** Increase the three/six year Graduation Rate (define and reported in the National Center of Educational Statistics (NCES) Graduation Rate Survey (GRS) in the Southern University System by 6.5 percentage points from the academic year 2010-11 average system wide baseline level of 16.7% to 23.2% in FY 2018-19 (Fall 2013 cohort)

**Indicator: (1):** Percentage of students graduating within three/six years from public postsecondary education

**Indicator LaPAS PI Code:** 24601

1. **Type and Level:** Output/Key
2. **Rationale:** Louisiana graduation rates in public postsecondary education are low. It is important for the further development of the state's economy that higher percentages 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. **Source of the Performance indicator:** Data source is the National Center for Education Statistics (NCES) Gradation Rate Survey (GRS).
4. **Frequency and timing of collection or reporting:** The student cohort data included those students who entered a four-year institution six years earlier (three years for community colleges) and reflects how many and what percentages graduated from the original institution.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number from an entering cohort who graduated within three/six years from the same institutions. The number of graduates divided by the original cohort generates a graduation rate
6. **Indicator jargon, acronyms, or unclear terms:** N/A.
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of graduates from a particular cohort and completion percentage rate. All institutions will be aggregate.
8. **Data collection, analysis, and quality responsibilities:** NCES

9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** N/A.
10. **Indicator utilization in management decision making and other agency processes:** Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four –year campuses will result in better match between campus and student, resulting in improved graduation rates.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University System

**Objective: II.4** Increase the three/six year Graduation Rate (define and reported in the National Center of Educational Statistics (NCES) Graduation Rate Survey (GRS) in the Southern University System by 6.5 percentage points from the academic year 2010-11 average system wide baseline level of 16.7% to 23.2% in FY 2018-19 (Fall 2013 cohort)

**Indicator: (2)** Number of students graduating within three/six years from public postsecondary education.

**Indicator LaPAS PI Code: 24604**

1. **Type and Level:** Output/Key
2. **Rationale:** Louisiana graduation rates in public postsecondary education are low. It is important for the further development of the state's economy that higher percentages 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. **Source of the Performance indicator:** Data source is the National Center for Education Statistics (NCES) Gradation Rate Survey (GRS).
4. **Frequency and timing of collection or reporting:** The student cohort data included those students who entered a four-year institution six years earlier (three years for community colleges) and reflects how many and what percentages graduated from the original institution.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number from an entering cohort who graduated within three/six years from the same institutions. The number of graduates divided by the original cohort generates a graduation rate
6. **Indicator jargon, acronyms, or unclear terms:** N/A.
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of graduates from a particular cohort and completion percentage rate. All institutions will be aggregate.
8. **Data collection, analysis, and quality responsibilities:** NCES



9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** N/A.
10. **Indicator utilization in management decision making and other agency processes:** Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four –year campuses will result in better match between campus and student, resulting in improved graduation rates.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University System</b>
<b>Objective: IL.5</b>	<b>Increase the Graduation Rate (define and reported in the National Center of Educational Statistics (NCES) Graduation Rate Survey (GRS) for associate degree seeking students at Southern University Shreveport by 1.5 percentage points from the FY 2010-11 baseline level of 14.0% to 15.5% by FY 2018 (Fall 2016 cohort)</b>
<b>Indicator: (1)</b>	<b>Percentage of students graduating within three/six years from public postsecondary education.</b>
<b>Indicator LaPAS PI Code:</b>	<b>24602</b>

1. **Type and Level:** Output/Key
2. **Rationale:** Louisiana graduation rates in public postsecondary education are low. It is important for the further development of the state's economy that higher percentages 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. **Source of the Performance indicator:** Data source is the National Center for Education Statistics (NCES) Gradation Rate Survey (GRS).
4. **Frequency and timing of collection or reporting:** The student cohort data included those students who entered a four-year institution six years earlier (three years for community colleges) and reflects how many and what percentages graduated from the original institution.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number from an entering cohort who graduated within three/six years from the same institutions. The number of graduates divided by the original cohort generates a graduation rate
6. **Indicator jargon, acronyms, or unclear terms:** N/A.
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of graduates from a particular cohort and completion percentage rate. All institutions will be aggregate.
8. **Data collection, analysis, and quality responsibilities:** NCES

9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** N/A.
10. **Indicator utilization in management decision making and other agency processes:** Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in better match between campus and student, resulting in improved graduation rates.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University System</b>
<b>Objective: IL.5</b>	<b>Increase the Graduation Rate (define and reported in the National Center of Educational Statistics (NCES) Graduation Rate Survey (GRS) for associate degree seeking students at Southern University Shreveport by 1.5 percentage points from the FY 2010-11 baseline level of 14.0% to 15.5% by FY 2018 (Fall 2016 cohort)</b>
<b>Indicator: (1)</b>	<b>Percentage of students graduating within three/six years from public postsecondary education.</b>
<b>Indicator LaPAS PI Code:</b>	<b>24603</b>

1. **Type and Level:** Output/Key
2. **Rationale:** Louisiana graduation rates in public postsecondary education are low. It is important for the further development of the state's economy that higher percentages 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. **Source of the Performance indicator:** Data source is the National Center for Education Statistics (NCES) Gradation Rate Survey (GRS).
4. **Frequency and timing of collection or reporting:** The student cohort data included those students who entered a four-year institution six years earlier (three years for community colleges) and reflects how many and what percentages graduated from the original institution.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number from an entering cohort who graduated within three/six years from the same institutions. The number of graduates divided by the original cohort generates a graduation rate
6. **Indicator jargon, acronyms, or unclear terms:** N/A.
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of graduates from a particular cohort and completion percentage rate. All institutions will be aggregate.
8. **Data collection, analysis, and quality responsibilities:** NCES

9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** N/A.
10. **Indicator utilization in management decision making and other agency processes:** Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in better match between campus and student, resulting in improved graduation rates.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University at System

**Objective: IL.6** Increase the total number of completers for all awards levels in a given academic year from the baseline year number of 2,036 in academic year 2011-12 to 2,170 in academic year 2018-19. Students may only be counted once per award level.

**Indicator: (1)** Number of completers for all applicable award levels in a given academic year.

**Indicator LaPAS PI Code:** 24605

1. **Type and Level:** Output/Key
2. **Rationale:** It is important for the further development of the state's economy that higher percentages 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. **Source of the Performance indicator:** Data source is the Board of Regents' Completers System.
4. **Frequency and timing of collection or reporting:** The Board of Regents collects data on completers each July for the previous academic year.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number of awards for the previous academic year. The institutions will be aggregated.
6. **Indicator jargon, acronyms or unclear terminology:** N/A
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of awards from the previous academic year. The institutions will be aggregated.
8. **Data collection, analysis, and quality responsibilities:** The Board of Regents
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** According to LA GRAD Act, the Regents will report all awards with no duplication within an award.

**10. Indicator utilization in management decision making and other agency processes:** Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in better match between campus and student, resulting in improved graduation rates.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University at Shreveport

**Objective II.6:** Increase the total number of completers for all awards levels in a given academic year from the baseline year number of 2,036 in academic year 2011-12 to 2,170 in academic year 2018-19. Students may only be counted once per award level.

**Indicator (2):** Percentage change in the number of completers for all applicable award levels in a given academic year

**Indicator LaPAS PI Code:** 24606

1. **Type and Level:** Output/Key
2. **Rationale:** It is important for the further development of the state's economy that higher percentages 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. **Source of the Performance indicator:** Data source is the Board of Regents' Completers System.
4. **Frequency and timing of collection or reporting:** The Board of Regents collects data on completers each July for the previous academic year.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number of awards for the previous academic year. The institutions will be aggregated.
6. **Indicator jargon, acronyms or unclear terminology:** N/A
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of awards from the previous academic year. The institutions will be aggregated.
8. **Data collection, analysis, and quality responsibilities:** The Board of Regents
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** According to LA GRAD Act, the Regents will report all awards with no duplication within an award.



**10. Indicator utilization in management decision making and other agency processes:** Institutions must improve graduation rates. Additional campus resources must be allocated to programs that target improved rates. Additional campus resources must be allocated to programs that target improved rates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in better match between campus and student, resulting in improved graduation rates.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University System

**Objective II.7:** Increase the number of Education student Praxis passage rates by 2.3 percentage points from the average system wide FY 2011-12 base year listing of 97.5% to 99.8% in 2018-19.

**Indicator (1):** Number of students passing the PRAXIS exam.

**Indicator LaPAS PI Code:** To Be Determined

1. **Type and Level:** Output/Key
2. **Rationale:** It is important for the further development of the state's economy that higher percentages of licensure/certification exam passages rate are maintained. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. **Source of the Performance indicator:** Data source is Louisiana Department of Education.
4. **Frequency and timing of collection or reporting:** In addition to campuses, the Board of Regents collects data annually on licensure exam passage rates.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number of exam takers and calculate the resulting institutional passage rate. The institutions will be aggregated.
6. **Indicator jargon, acronyms or unclear terminology:** N/A
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of passage exam rates from the previous academic year. The institutions will be aggregated.
8. **Data collection, analysis, and quality responsibilities:** The Board of Regents
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** According to LA GRAD Act, the Regents will report all licensure passage rates.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University System

**Objective II.7:** Increase the number of Education student Praxis passage rates by 2.3 percentage points from the average system wide FY 2011-12 base year listing of 97.5% to 99.8% in 2018-19.

**Indicator (2):** Percent change in PRAXIS exam passage rates.

**Indicator LaPAS PI Code:** To Be Determined

1. **Type and Level:** Output/Key
2. **Rationale:** It is important for the further development of the state's economy that higher percentages of licensure/certification exam passages rate are maintained. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. **Source of the Performance indicator:** Data source is Louisiana Department of Education.
4. **Frequency and timing of collection or reporting:** In addition to campuses, the Board of Regents collects data annually on licensure exam passage rates.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number of exam takers and calculate the resulting institutional passage rate. The institutions will be aggregated.
6. **Indicator jargon, acronyms or unclear terminology:** N/A
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of passage exam rates from the previous academic year. The institutions will be aggregated.
8. **Data collection, analysis, and quality responsibilities:** The Board of Regents
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** According to LA GRAD Act, the Regents will report all licensure passage rates.

## PERFORMANCE INDICATOR DOCUMENTATION

<b>Program:</b>	<b>Southern University System</b>
<b>Objective II.8:</b>	<b>Increase the number of BSRN NCLEX passage rates by 1.6 percentage points above the 2011-12 base year listing of 86.4% to 88.0% in 2018-19.</b>
<b>Indicator (1):</b>	<b>Number of students passing the Nursing Licensure exam.</b>
<b>Indicator LaPAS PI Code:</b>	<b>To Be Determined</b>

1. **Type and Level:** Output/Key
2. **Rationale:** It is important for the further development of the state's economy that higher percentages of licensure exam passages rate are maintained. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. **Source of the Performance indicator:** Data source is Louisiana State Board of Nursing.
4. **Frequency and timing of collection or reporting:** In addition to campuses, the Board of Regents collects data annually on licensure exam passage rates.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number of exam takers and calculate the resulting institutional passage rate. The institutions will be aggregated.
6. **Indicator jargon, acronyms or unclear terminology:** N/A
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of passage exam rates from the previous academic year. The institutions will be aggregated.
8. **Data collection, analysis, and quality responsibilities:** The Board of Regents
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** According to LA GRAD Act, the Regents will report all licensure passage rates.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University System

**Objective II.8:** Increase the number of BSRN NCLEX passage rates by 1.6 percentage points above the 2011-12 base year listing of 86.4% to 88.0% in 2018-19.

**Indicator (1):** Percent change in Nursing Licensure passing exam rates.

**Indicator LaPAS PI Code:** To Be Determined

1. **Type and Level:** Output/Key
2. **Rationale:** It is important for the further development of the state's economy that higher percentages of licensure exam passages rate are maintained. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. **Source of the Performance indicator:** Data source is Louisiana State Board of Nursing.
4. **Frequency and timing of collection or reporting:** In addition to campuses, the Board of Regents collects data annually on licensure exam passage rates.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number of exam takers and calculate the resulting institutional passage rate. The institutions will be aggregated.
6. **Indicator jargon, acronyms or unclear terminology:** N/A
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of passage exam rates from the previous academic year. The institutions will be aggregated.
8. **Data collection, analysis, and quality responsibilities:** The Board of Regents
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** According to LA GRAD Act, the Regents will report all licensure passage rates.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University System

**Objective II.9:** Increase the Associate of Nursing Registered Nursing (ASRN) average annual passage rate by 2.2 percentage points from the 2011-12 base year listing of 88.8% to 91.0% in 2018-19.

**Indicator (1):** Percentage change in the number of students passing the Nursing Licensure exam.

**Indicator LaPAS PI Code:** To Be Determined

1. **Type and Level:** Output/Key
2. **Rationale:** It is important for the further development of the state's economy that higher percentages of licensure exam passages rate are maintained. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. **Source of the Performance indicator:** Data source is Louisiana State Board of Nursing.
4. **Frequency and timing of collection or reporting:** In addition to campuses, the Board of Regents collects data annually on licensure exam passage rates.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number of exam takers and calculate the resulting institutional passage rate. The institutions will be aggregated.
6. **Indicator jargon, acronyms or unclear terminology:** N/A
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of passage exam rates from the previous academic year. The institutions will be aggregated.
8. **Data collection, analysis, and quality responsibilities:** The Board of Regents
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** According to LA GRAD Act, the Regents will report all licensure passage rates.

## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Southern University System

**Objective II.9:** Increase the Associate of Nursing Registered Nursing (ASRN) average annual passage rate by 2.2 percentage points from the 2011-12 base year listing of 88.8% to 91.0% in 2018-19.

**Indicator (2):** Percentage change Nursing Licensure exam passage rates.

**Indicator LaPAS PI Code:** To Be Determined

1. **Type and Level:** Output/Key
2. **Rationale:** It is important for the further development of the state's economy that higher percentages of licensure exam passages rate are maintained. Louisiana's institutions have been making strides in this area, but more improvement is needed.
3. **Source of the Performance indicator:** Data source is Louisiana State Board of Nursing.
4. **Frequency and timing of collection or reporting:** In addition to campuses, the Board of Regents collects data annually on licensure exam passage rates.
5. **Calculation Methodology:** Indicator calculator is straight forward. You report the number of exam takers and calculate the resulting institutional passage rate. The institutions will be aggregated.
6. **Indicator jargon, acronyms or unclear terminology:** N/A
7. **Indicator characteristic: aggregate or disaggregated figure:** The Board of Regents will be reporting a single number of passage exam rates from the previous academic year. The institutions will be aggregated.
8. **Data collection, analysis, and quality responsibilities:** The Board of Regents
9. **Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?** According to LA GRAD Act, the Regents will report all licensure passage rates.

## STRATEGIC PLANNING CHECKLIST

### X **Planning Process**

- X General description of process implementation included in plan process documentation
- Consultant used
- If so, identify: \_\_\_\_\_
- X Department/agency explanation of how duplication of program operations will be avoided included in plan process documentation
- X Incorporated statewide strategic initiatives
- Incorporated organization internal workforce plans and information technology plans

### X **Analysis Tools Used**

- X SWOT analysis
- Cost/benefit analysis
- Financial audit(s)
- X Performance audit(s)
- X Program evaluation(s)
- Benchmarking for best management practices
- Benchmarking for best measurement practices
- Stakeholder or customer surveys
- Undersecretary management report (Act 160 Report) used
- Other analysis or evaluation tools used
- If so, identify: \_\_\_\_\_

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

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

### X **Authorization for goals**

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

### X **External Operating Environment**

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



*Strategic Planning Checklist continued*

**Formulation of Objectives**

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

**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
- Return on investment determined to be favorable