

SOUTHERN UNIVERSITY at NEW ORLEANS

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 AT NEW ORLEANS

ACT 1465 STRATEGIC PLAN

FY 2011-12 through FY 2015-16

Vision Statement

Southern University at New Orleans is a unique, open community of learners connecting neighborhoods to the world. Rooted in an historic mission of excellence, the faculty, students and staff are part of a team dedicated to fostering inquiry, creative expression and ultimate achievement of boundless possibilities.

Mission Statement

Southern University at New Orleans (SUNO) primarily serves the educational and cultural needs of the Greater New Orleans metropolitan area. SUNO creates and maintains an environment conducive to learning and growth, promotes the upward mobility of students by preparing them to enter into new as well as traditional careers, and equips them to function optimally in the mainstream of American society.

The University provides a sound education tailored to special needs of students coming to an open admissions institution and prepares them for full participation in a complex and changing society. It offers a liberal education directed toward the achievement of higher literacy and broad intellectual development, which in turn serve as a foundation for training in one of the professions. SUNO provides instruction for working adults of the area who seek to continue their education in the evening or on weekends.

SUNO is categorized as a SREB, Four-Year 5 institutions, as a Carnegie Master's College and University I, and as a COC/SACS Level III institution. SUNO will offer a wide range of baccalaureate programs and be committed to graduate education through the master's degree, offering graduate programs to meet regional /state needs. In accordance with the desegregation Settlement Agreement, SUNO will retain its Open Admissions status through fall 2005. A transition plan to facilitate adoption of a minimum of Selective III admissions criteria by no later than Fall 2012 will be developed by the Southern University Board of Supervisors. Upon implementation of Selective III admissions, SUNO will limit associate degree offerings to 2+2 programs, and conduct research appropriate to academic programs offered and necessary for program accreditation. SUNO is located in Region I.

Philosophy Statement

As a center for educational advancement, Southern University at New Orleans serves a diverse student population and is committed to providing equal access and opportunity for all students who are in pursuit of academic success in public higher education.

NOTE: SUNO will implement revisions to the vision, mission and philosophy statements August 2010 due to the Fall 2010 initial implementation of new selective admission standard.

Goals and Objectives

I Goal: Increase Opportunities for Student Access and Success.

Objective 1.1: Increase fall 14th class day headcount enrollment at Southern University at New Orleans by 3% from the fall, 2009 baseline level of 3,141 to 3,235 by fall 2015. (Baseline FY 09-10)

Louisiana Vision 2020 Links: 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: Ensure seamless transfers between and among campuses and colleges at all levels.

Strategy 1.1.3: Support various literacy and basic education programs statewide.

Strategy 1.1.4: Ensure seamless transfers between and among campuses and colleges at all levels.

Strategy 1.1.5: Promote dual enrollment agreements with public school districts.

Performance Indicators:

Output: Number of students enrolled (as of the 14th class day) at Southern University at New Orleans.

Outcome: Percent change in the number of students enrolled (as of the 14th class day) at Southern University at New Orleans.

Source: Board of Regents SSPSLOAD

Objective 1.2: Increase fall 14th class day minority headcount enrollment at Southern University at New Orleans by 3% from the fall 2009 baseline level of 3,056 to 3,148 by fall, 2015. (Baseline FY 09-10)

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

Louisiana Vision 2020 Links: Objective 1.5 – To raise minority achievement levels to close the achievement gap between minorities and whites at all levels of education.

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: Conduct annual “user” assessments of services available to other race students.

Strategy 1.2.4: Expand mentoring, tutoring, and related programs.

Performance Indicators:

Output: Number of minority students enrolled (as of the 14th class day) at Southern University at New Orleans.
Outcome: Percent change in the number of minority students enrolled (as of the 14th class day) at Southern University at New Orleans.
Source: Board of Regents SSPSRACEL.

II Goal: Ensure Quality and Accountability.

Objective 2.1: Increase the percentage of first-time, full-time degree-seeking freshmen at Southern University at New Orleans retained to the second year in public postsecondary education by 3 percentage points from the fall 2008 baseline level of 57.5% to 60.5% by fall 2015. (Baseline FY 09-10)

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

Strategy 2.1.1: Enforce all academic advising, policies, procedures, and standards.

Strategy 2.1.2: Expand efforts to encourage transfer from two-year colleges to four-year universities.

Strategy 2.1.3: Continue periodic assessment of student services utilizing student opinion surveys.

Strategy 2.1.4: Expand academic training and support/resources center.

Performance Indicators:

Output: Percentage of first-time, full-time, degree seeking freshman at Southern University at New Orleans retained to the second year in public postsecondary education.
Outcome: Percentage point change in the percentage of first-time, full-time, degree seeking freshman at Southern University at New Orleans retained to the second year in public postsecondary education.
Source: Board of Regents SPSRETN.

Objective 2.2: Increase the six-year graduation rate at Southern University at New Orleans by 16.6 percentage points from the FY 2005-06 baseline level of 13.4% to 30% by FY 2015-16. (Baseline FY 05-06, Cohort 2000)

NOTE: SUNO was closed Fall 2005 due to Hurricane Katrina. Cohort 2000 holds SUNO's highest six-year graduation rate since SUNO was closed; therefore, baseline year will be FY 2005-06 for this objective.

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

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

Strategy 2.2.1: Enforce all academic advising, policies, procedures, and standards.

Strategy 2.2.2: Enforce program revision at the departmental level.

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

Strategy 2.2.4: Implement admissions criteria at four-year institutions to promote better student-to-institution match.

Performance Indicators:

Output: Number of students identified in a first-time, full-time degree-seeking cohort, graduating within 6 years from Southern University at New Orleans.

Outcome: Percentage of students identified in a first-time, full-time degree-seeking cohort, graduating within 6 years from Southern University at New Orleans.

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:

Southern University at New Orleans is the only predominantly black, four-year, publicly supported university-serving students in the Greater New Orleans Metropolitan Area. By maintaining the lowest tuition price between local four-year public and private colleges and universities, SUNO continues to serve an economically disadvantaged student population. Fifty-five percent of SUNO's Fall 2009 total enrollment was non-traditional students. Working adults have the opportunity to pursue degree programs by enrolling in classes at night and on weekends.

SUNO provides programs of instruction organized under five academic units; College of Arts and Sciences, College of Business and Public Administration, the College of Education and Human Development, and School of Social Work. The University has distinguished itself through academic excellence and achievements of outstanding graduates. Our undergraduate academic programs in Entrepreneurship, Criminal Justice, Biology, and graduate programs in Social Work, Criminal Justice, and Management Information Systems are among the University's more prominent programs. In addition to prospective employment, identified programs provide students opportunities for career enhancement ultimately increasing earnings and job satisfaction. Although the University is predominantly African American, its commitment to serving a diverse student population is evident by increased enrollment of students of other ethnic and racial groups.

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 Southern University at New Orleans, which could significantly affect the achievement of its goals includes:

1. The Louisiana State Administration

The current state administration has been very supportive of the goals and objectives of the Southern University at New Orleans. 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 at New Orleans plans.

2. The Economy

At present, postsecondary education's financial position is precarious and is expected to be so as long as funding is not guaranteed. An economic recession or depression would hit postsecondary education particularly hard, since its funding is not protected by either constitution or statute. The long-term economic impact of the oil spillage catastrophe in the Gulf of Mexico cannot even be assessed accurately at the moment. The state can also not base future budget on any additional federal support such as the stimulus package from which institutions of higher learning benefitted recently. The state economic forecast identifies New Orleans as the slowest growing metropolitan area in Louisiana. Ninety-one percent of our student population is from the greater New Orleans Metropolitan Area and receive financial aid. Fifty-three percent of our population is non-traditional working students between the ages of 25 through 64. Seventy percent of this total is female. The expected decreased state funding as a result of economic down turns, coupled with socio-economic factors related to poverty, family demographics and urban area will affect SUNO retention and graduation rates.

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 effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

4. Education Reform Efforts

Public demands for greater accountability and effectiveness from institutions of higher education have increased. During the next five year planning cycle commencing 2010, public education will continually be evaluated for responsiveness, relevance and customer satisfaction. Future selective admission policies regarding Louisiana four-year post secondary institutions will require such combinations as ACT composite scores, high school GPA and class rankings.

Approximately eighty percent of SUNO's First Time Incoming Freshmen (FTIF) graduated from marginally performing high schools located within the greater New Orleans Metropolitan Area. In particular, the five year average ACT composite score for SUNO FTIF is 14.6 , six points below the required 20 ACT composite admission standard for selective III institutions. As such, SUNO's strategic goal development and attainment activities must address varying socio-economic issues and academic deficits affecting urban education in New Orleans. This condition will affect future enrollment, retention and graduation rates for SUNO.

This problem is not limited to SUNO. Presently, SUNO's condition is similar to public post secondary institutions where student population majorities are products of failing or low performing urban school districts. SUNO has identified six public institutions with similar external environmental factors affecting student access, success, and academic quality mandates. Identified factors are but not limited to, the following: "major student feeder schools" located in low performing urban school districts and large non traditional student populations with socio economic limitations affecting academic persistence. Such factors contribute to increase "academic stop outs" resulting in lower graduation rates.

Initiatives for academic success as identified in SUNO's strategic five-year plan are comparable to similar remediation processes employed by selected urban peer group. Institutions selected for peer comparisons are Chicago State University, Chicago Illinois; Coppin State University, Baltimore, Maryland; Medgar Evers University, New York, New York; LSU Shreveport, Shreveport, Louisiana; University of New Orleans, New Orleans, Louisiana; and the University of the District of Columbia, Washington, DC. For selected institutions, SUNO analyzed IPEDS/FTIF cohort graduation rates to establish peer profiles. Established profiles are expected to provide insights regarding SUNO developed initiatives to enhance academic matriculation and ultimately improve completion success rates for FTIF. Also, employed profiles are expected to augment the precision and accuracy of three/six year performance outcome/output measures established by the Louisiana Board of Regents.

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

Goal I: Increase Opportunities for Student Access and Success.

1. 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.

Goal II: Ensure Quality and Accountability.

1. 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.
2. Constitution (Article VIII, Section 5 (D), 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.
3. 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.
4. Acts 237 of 1993 and 459 of 1995 require the Board of Regents to design and implement an accountability program for public higher education.

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

Act 1465 requires Southern University at New Orleans to continually revise planning processes to achieve increased accountability, effectiveness, responsiveness and quality. 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. Achievement of objectives and related strategy assessments are evaluated through established performance indicators found in annual operational implementation plans and quarterly reporting through the Louisiana Performance Accountability System (LaPAS).

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, Southern University at New Orleans is considered 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, Southern University at New Orleans does not have a specific policy benefiting women and families. However, Southern University at New Orleans is part of the Southern University System (SUS) which states in the Southern University and A & M College Handbook that “the Southern University System declares and reaffirms a Policy of Equal Employment Opportunity, Equal Educational Opportunity, and Nondiscrimination in the provision of educational and other services to the public.” Therefore, SUNO offers programs and services that are beneficial to the success and prosperity of women and families.

PERFORMANCE INDICATOR DOCUMENTATION

- Program:** Southern University at New Orleans
- Objective:** Increase fall 14th class day headcount enrollment at Southern University at New Orleans by 3% from the fall, 2009 baseline level of 3,141 to 3,235 by fall 2015. (Baseline FY 09-10)
- Indicator Name:** Number of students enrolled (as of the 14th class day) at Southern University at New Orleans.
- Indicator LaPAS PI Code:** 14032
1. **Type and Level:** Output and Key
 2. **Rationale:** Recognition of the importance of Louisiana having educated citizens.
 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:** The source of the data will be the Louisiana Board of Regents' Statewide Student Profile System (SSPS) system which has been in existence for approximately 25 years and is considered valid, reliable, and accurate.
 6. **Data Source, Collection, and Reporting:** Data is submitted to the Board of Regents Statewide Student Profile System (SSPS). SUNO retrieves this information from the SSPS. The data are gathered three times annually, in the summer, 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 14th class day of the semester (9th 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 enrolled at Southern University at New Orleans. 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 changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations.
10. **Responsible Person:** SUNO 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. Contact Person: Ms. Ada Kwanbunbumpen, Coordinator of Institutional Effectiveness: Center for Institutional Effectiveness (Planning, Research and Evaluation), Telephone: (504) 286-5244 Fax: (504) 284-5459, E-mail: akwanbun@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program:	Southern University at New Orleans
Objective:	Increase fall 14th class day headcount enrollment at Southern University at New Orleans by 3% from the fall, 2009 baseline level of 3,141 to 3,235 by fall 2015. (Baseline FY 09-10)
Indicator Name:	Percent change in the number of students enrolled (as of the 14th class day) at Southern University at New Orleans.
Indicator LaPAS PI Code:	14031

1. **Type and Level:** Outcome and Key
2. **Rationale:** Recognition of the importance of Louisiana having educated citizens.
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:** The source of the data will be the Louisiana Board of Regents' Statewide Student Profile System (SSPS) system which has been in existence for approximately 25 years and is considered valid, reliable, and accurate.
6. **Data Source, Collection, and Reporting:** Data is submitted to the Board of Regents Statewide Student Profile System (SSPS). SUNO retrieves this information from the SSPS. The data are gathered three times annually, in the summer, 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 14th class day of the semester (9th 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 enrolled at Southern University at New Orleans. 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 changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations.
10. **Responsible Person:** SUNO 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.
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective: Increase fall 14th class day minority headcount enrollment at Southern University at New Orleans by 3% from the fall 2009 baseline level of 3,056 to 3,148 by fall, 2015. (Baseline FY 09-10)

Indicator Name: Number of minority students enrolled (as of the 14th class day) at Southern University at New Orleans.

Indicator LaPAS PI Code: 14035

1. **Type and Level:** Output and Key
2. **Rationale:** Recognition that Louisiana’s minority participation remains under-represented in postsecondary education and 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:** Although not jargon, for purposes of this document, minority is defined as non-white and excludes non-resident aliens and refuse to indicate.
5. **Validity, Reliability and Accuracy:** The source of the data will be the Louisiana Board of Regents’ Statewide Student Profile System (SSPS) system which has been in existence for approximately 25 years and is considered valid, reliable, and accurate.
6. **Data Source, Collection, and Reporting:** Data is submitted to the Board of Regents Statewide Student Profile System (SSPS). SUNO retrieves this information from the SSPS. The data are gathered three times annually, in the summer, 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 and excludes 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 14th class day of the semester (9th 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 enrolled at Southern University at New Orleans. 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 changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations.
10. **Responsible Person:** SUNO 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.
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective: Increase fall 14th class day minority headcount enrollment at Southern University at New Orleans by 3% from the fall 2009 baseline level of 3,056 to 3,148 by fall, 2015. (Baseline FY 09-10)

Indicator Name: Percent change in the number of minority students enrolled (as of the 14th class day) at Southern University at New Orleans.

Indicator LaPAS PI Code: 14036

1. **Type and Level:** Outcome and Key
2. **Rationale:** Recognition that Louisiana's minority participation remains under-represented in postsecondary education and 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:** Although not jargon, for purposes of this document, minority is defined as non-white and excludes non-resident aliens and refuse to indicate.
5. **Validity, Reliability and Accuracy:** The source of the data will be the Louisiana Board of Regents' Statewide Student Profile System (SSPS) system which has been in existence for approximately 25 years and is considered valid, reliable, and accurate.
6. **Data Source, Collection, and Reporting:** Data is submitted to the Board of Regents Statewide Student Profile System (SSPS). SUNO retrieves this information from the SSPS. The data are gathered three times annually, in the summer, 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 and excludes 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 14th class day of the semester (9th 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 enrolled at Southern University at New Orleans. 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 changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations.
10. **Responsible Person:** SUNO 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.
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PERFORMANCE INDICATOR DOCUMENTATION

- Program:** Southern University at New Orleans
- Objective:** Increase the percentage of first-time, full-time degree-seeking freshmen at Southern University at New Orleans retained to the second year in public postsecondary education by 3 percentage points from the fall 2008 baseline level of 57.5% to 60.5% by fall 2015. (Baseline FY 09-10)
- Indicator Name:** Percentage of first-time, full-time, degree-seeking freshman at Southern University at New Orleans retained to the second year in public postsecondary education (total retention).
- Indicator LaPAS PI Code:** 14040
1. **Type and Level:** Output and 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:** This indicator name clearly defines what is being measured and does not contain jargon, technical terms, acronyms or initializations, or unclear language.
 5. **Validity, Reliability and Accuracy:** The source of the data will be the Louisiana Board of Regents' Statewide Student Profile System (SSPS) system which has been in existence for approximately 25 years and is considered valid, reliable, and accurate.
 6. **Data Source, Collection, and Reporting:** Data is submitted to the Board of Regents Statewide Student Profile System (SSPS). SUNO retrieves this information from the SSPS. The data are gathered three times annually, in the summer, 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 14th class day of the semester (9th 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 2008 which re-enrolled in fall, 2009. 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 at Southern University at New Orleans 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:** SUNO 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.
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PERFORMANCE INDICATOR DOCUMENTATION

Program:	Southern University at New Orleans
Objective:	Increase the percentage of first-time, full-time degree-seeking freshmen at Southern University at New Orleans retained to the second year in public postsecondary education by 3 percentage points from the fall 2008 baseline level of 57.5% to 60.5% by fall 2015. (Baseline FY 09-10)
Indicator Name:	Percentage point change in the percentage of first-time, full-time, degree-seeking freshman at Southern University at New Orleans retained to the second year in public postsecondary education (total retention).
Indicator LaPAS PI Code:	14041

1. **Type and Level:** Outcome and 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:** This indicator name clearly defines what is being measured and does not contain jargon, technical terms, acronyms or initializations, or unclear language.
5. **Validity, Reliability and Accuracy:** The source of the data will be the Louisiana Board of Regents' Statewide Student Profile System (SSPS) system which has been in existence for approximately 25 years and is considered valid, reliable, and accurate.
6. **Data Source, Collection, and Reporting:** Data is submitted to the Board of Regents Statewide Student Profile System (SSPS). SUNO retrieves this information from the SSPS. The data are gathered three times annually, in the summer, 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 14th class day of the semester (9th 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 2008 which re-enrolled in fall, 2009. 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 at Southern University at New Orleans 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:** SUNO 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.
Contact Person: Ms. Ada Kwanbunbumpen, Coordinator of Institutional Effectiveness: Center for Institutional Effectiveness (Planning, Research and Evaluation), Telephone: (504) 286-5244 Fax: (504) 284-5459, E-mail: akwanbun@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program:	Southern University at New Orleans
Objective:	Increase the six-year graduation rate at Southern University at New Orleans by 16.6 percentage points from the FY 2005-06 baseline level of 13.4% to 30% by FY 2015-16. (Baseline FY 05-06, Cohort 2000)
Indicator Name:	Number of students identified in a first-time, full-time, degree-seeking freshmen cohort, graduating within six years from Southern University at New Orleans.
Indicator LaPAS PI Code:	14059

1. **Type and Level:** Output and 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. Implementation of admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.
4. **Clarity:** This indicator name clearly defines what is being measured and does not contain jargon, technical terms, acronyms or initializations, or unclear language.
5. **Validity, Reliability and Accuracy:** The source of the data will be the Louisiana Board of Regents' Statewide Student Profile System (SSPS) system which has been in existence for approximately 25 years and is considered valid, reliable, and accurate.
6. **Data Source, Collection, and Reporting:** The Statewide Completers Survey is collected annually and is due to the Board of Regents in July. The indicator will be reported at the end of the fourth quarter. The student cohort includes those students who entered three or six 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:** Southern University at New Orleans will annually report graduates/completers. All departments 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. In addition, Southern University at New Orleans has identified six public peer institutions with similar external environmental factors affecting student access, success, and academic quality mandates. Peer profiles are expected to augment the precision and accuracy of three/six year performance outcome/output measures established by the Louisiana Board of Regents. Initiatives for academic success as identified in SUNO's strategic five-year plan are comparable to similar remediation processes employed by selected urban peer group. Institutions selected for peer comparisons are Chicago State University, Chicago Illinois; Coppin State University, Baltimore, Maryland; Medgar Evers University, New York, New York; LSU Shreveport, Shreveport, Louisiana; University of New Orleans, New Orleans, Louisiana; and the University of the District of Columbia, Washington, DC. For selected institutions, SUNO analyzed IPEDS/FTIF cohort graduation rates to establish peer profiles. Established profiles are expected to provide insights regarding SUNO developed initiatives to enhance academic matriculation and ultimately improve completion success rates for FTIF.
10. **Responsible Person:** SUNO 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. Contact Person: Ms. Ada Kwanbunbumpen, Coordinator of Institutional Effectiveness: Center for Institutional Effectiveness (Planning, Research and Evaluation), Telephone: (504) 286-5244 Fax: (504) 284-5459, E-mail: akwanbun@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program:	Southern University at New Orleans
Objective:	Increase the six-year graduation rate at Southern University at New Orleans by 16.6 percentage points from the FY 2005-06 baseline level of 13.4% to 30% by FY 2015-16. (Baseline FY 05-06, Cohort 2000)
Indicator Name:	Percentage point change of students identified in a first-time, full-time, degree-seeking freshmen cohort, graduating within six years from Southern University at New Orleans.
Indicator LaPAS PI Code:	14057

1. **Type and Level:** Outcome and 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. Implementation of admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.
4. **Clarity:** This indicator name clearly defines what is being measured and does not contain jargon, technical terms, acronyms or initializations, or unclear language.
5. **Validity, Reliability and Accuracy:** The source of the data will be the Louisiana Board of Regents' Statewide Student Profile System (SSPS) system which has been in existence for approximately 25 years and is considered valid, reliable, and accurate.
6. **Data Source, Collection, and Reporting:** The Statewide Completers Survey is collected annually and is due to the Board of Regents in July. The indicator will be reported at the end of the fourth quarter. The student cohort includes those students who entered three or six 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:** Southern University at New Orleans will annually report graduates/completers. All departments 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. In addition, Southern University at New Orleans has identified six public peer institutions with similar external environmental factors affecting student access, success, and academic quality mandates. Peer profiles are expected to augment the precision and accuracy of three/six year performance outcome/output measures established by the Louisiana Board of Regents. Initiatives for academic success as identified in SUNO's strategic five-year plan are comparable to similar remediation processes employed by selected urban peer group. Institutions selected for peer comparisons are Chicago State University, Chicago Illinois; Coppin State University, Baltimore, Maryland; Medgar Evers University, New York, New York; LSU Shreveport, Shreveport, Louisiana; University of New Orleans, New Orleans, Louisiana; and the University of the District of Columbia, Washington, DC. For selected institutions, SUNO analyzed IPEDS/FTIF cohort graduation rates to establish peer profiles. Established profiles are expected to provide insights regarding SUNO developed initiatives to enhance academic matriculation and ultimately improve completion success rates for FTIF.
10. **Responsible Person:** SUNO 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. Contact Person: Ms. Ada Kwanbunbumpen, Coordinator of Institutional Effectiveness: Center for Institutional Effectiveness (Planning, Research and Evaluation), Telephone: (504) 286-5244 Fax: (504) 284-5459, E-mail: akwanbun@suno.edu.

STRATEGIC PLANNING CHECKLIST

Planning Process

- X General description of process implementation included in plan process documentation
- X Consultant used
If so, identify: _____
- 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)
- Performance audit(s)
- Program evaluation(s)
- X Benchmarking for best management practices
- X 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: _____
- Attach analysis projects, reports, studies, evaluations, and other analysis tools.

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

- X 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

X **External Operating Environment**

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

X **Formulation of Objectives**

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

 X **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

 X **Building in Accountability**

- X Balanced sets of performance indicators developed for each objective
- X Indicator Documentation Sheets completed
- X 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