SOUTHERN UNIVERSITY AT NEW ORLEANS

STRATEGIC PLAN

ACT 1465 of 1997 Compliance Document
FY 2015-16 through FY 2019-2020

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

FY 2015-2016
VISION
Southern University at New Orleans envisions itself as a premier educational institution in the areas of urban transformation, civic engagement and global outreach.

MISSION
Southern University at New Orleans (SUNO), a public, historically black university, empowers and promotes the upward mobility of diverse populations of traditional and nontraditional students through quality academic programs and service to achieve excellence in higher education.

The University provides a sound education tailored to special needs of students in an urban environment 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. SUNO also 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 4 institution, as a Carnegie Master’s College and University (Medium Programs), and as a Southern Association of Colleges and Schools - Commission on Colleges Level III institution. SUNO will offer a wide range of baccalaureate programs and be committed to graduate education through the masters and doctoral degrees, offering graduate programs to meet regional/state needs. The Selective Admission policy which was adopted formally in Fall 2010 will continue to be implemented. SUNO will retain its associate degrees offering in Substance Abuse (Addictive Behaviors Counseling and Prevention) as the program supports enrollment in the baccalaureate program and supports manpower needs in a highly relevant discipline in the State. Research appropriate to academic programs offered and necessary for program accreditation will be intensified. SUNO is located in Region I.
CORE VALUES

- Academic Excellence
- Accountability
- Integrity
- Transparency
- Service
- Resiliency

PHILOSOPHY
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.

Goals and Objectives

Goal I: Improve Opportunities for Student Access and Success.

Objective 1.1: Increase the Fall 14th class day headcount enrollment in public postsecondary education by 0.9% from the baseline level of 2,709 to 2,734 by Fall 2019-20 (Baseline year Fall 2015-16).

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 14th class day) at Southern University New Orleans

**Outcome:** Percent change in the number of students enrolled (as of the 14th class day) at SUNO

**SOURCE:** Board of Regents SSPSLOAD

Goal II: Improve Operational and Academic Accountability Across All Units of the University.

**Objective II.1:** Increase the percentage of First-time, Full-time degree-seeking Freshmen retained to the second Fall at the same institution of initial enrollment by 1.0 percentage points from the Fall 2014 cohort to the Fall 2015 baseline level of 58% to 59% by Fall 2019 (retention of Fall 2018 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 degree-seeking Students retained to the third Fall at the same institution of initial enrollment by 1.0 percentage points from the Fall 2013 cohort to Fall 2015 baseline level of 41% to 42% by Fall 2019 (retention of Fall 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, degree-seeking freshmen retained to the third following fall at the same institution.
Outcome: Percentage point change in the percentage of first–time, full–time degree-seeking freshmen retained to the third following fall at the same institution.
Source: Board of Regents SPSRETN & Collateral Data Profile Sets at the campus Level

Objective II.3: Increase the three/six-year graduation rates defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS) at SUNO by 2 percentage points from the academic year 2008-09 baseline level of 12 % to 14 % in FY 2019-20.

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

**Strategy II.3.2:** Develop system wide and campus-specific retention assessment systems.

**Strategy II.3.3:** 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.4:** Increase the total number of Completers for all awards levels in a given academic year from the baseline year number of 468 in academic year 2014-15 to 478 in academic year 2019-20. 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.4.1:** 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.4.2:** 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.4.3:** Expand efforts to encourage transfer of dual enrollment students

**Strategy II.4.4:** 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.5:** Maintain the Education Student Praxis passage rate at above 95%.

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

**Strategy II.5.2:** 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
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
   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 the student population is from the greater New Orleans Metropolitan Area and receive financial aid. Fifty-three percent of the 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 downturns, coupled with socioeconomic 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 effect on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

1. Increase Opportunities for Student Access and Success.
   The Board of Regents is given authority in the Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. Southern University System and its campuses are a part of the Board of Regents Master Plan.

2. Ensure Quality and Accountability.
   A The Board of Regents is given authority in the Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. The Southern University System and its campuses are a part of the Board of Regents Master Plan.

   B The Board of Regents is given authority in the Constitution (Article VIII, Section 5 (D) 1, 2) - To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. Southern University System and its campuses are a part of the Board of Regents Master Plan.
C The Board of Regents is given authority in the Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. Southern University System and its campuses are a part of the Board of Regents Master Plan.

D Acts 237 of 1993 and 459 of 1995 require the Board of Regents to design and implement an accountability program for public higher education. 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 was derived from the Regents' revised Master Plan, which was adopted by the Board of Regents in March 2001 and later revised in August 2011. 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 at New Orleans

Objective I.1: Increase the Fall 14th class day headcount enrollment in public postsecondary education by 0.9% from the baseline level of 2,709 to 2,734 by Fall 2019-20 (Baseline year Fall 2015-16).

Indicator: (1): Number of Students Enrolled (as of the 14th class day)

Indicator LaPAS PI Code: 14032

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 socioeconomic 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.

7.
5. **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.

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.

   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

Program: Southern University at New Orleans

Objective I.1: Increase the Fall 14th class day headcount enrollment in public postsecondary education by 0.9% from the baseline level of 2,709 to 2,734 by Fall 2019-20 (Baseline year Fall 2015-16).

Indicator (2): Percent change in the number of students enrolled (as of the 14th class day) in public postsecondary education

Indicator LaPAS PI Code: 14031

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 socioeconomic 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. 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.

   **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

Program: Southern University at New Orleans

Objective II.1: Increase the percentage of First-time, Full-time degree-seeking Freshmen retained to the second Fall at the same institutional of initial enrollment by 1.0 percentage points from the Fall 2014 cohort to the Fall 2015 baseline level of 58% to 59% by Fall 2019.

Indicator: (1): The percentage of First–time in college, Full time, degree-seeking Students retained to the second Fall at the same institution of initial enrollment.

Indicator LaPAS PI Code: 24622

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 socioeconomic 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.

7.

|ACT 1465 Strategic Plan | SUNO |
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.

   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

Program: Southern University at New Orleans

Objective II.1: Increase the percentage of first-time, full-time degree-seeking freshmen retained to the second fall at the same institutional of initial enrollment by 1.0 percentage points from the Fall 2014 cohort to the Fall 2015 baseline level of 58% to 59% by Fall 2019.

Indicator (2): The percentage point change in the percentage of First-time in college degree-seeking Students retained to the second Fall at the same institution of initial enrollment.

Indicator LaPAS PI Code: 24633

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

Program: Southern University at New Orleans

Objective II.2: 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 1.0 percentage points from the Fall 2013 cohort to Fall 2015 baseline level of 41% to 42% by Fall 2019.

Indicator: (1): 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: 24624

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 socioeconomic 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 at New Orleans

Objective II.2: 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 1.0 percentage points from the Fall 2013 cohort to Fall 2015 baseline level of 41% to 42% by Fall 2019.

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: 24623

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 socioeconomic 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 at New Orleans

Objective II.3: Increase the three/six year Graduation Rate (define and reported in the National Center of Educational Statistics (NCES) Graduation Rate Survey (GRS) by 2 percentage points from academic year 2008-2009 baseline level of 12% to 14.0 % in FY 2019-20.

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

Indicator LaPAS PI Code: 24626

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) Graduation 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 New Orleans

Objective II.3: Increase the three/six year Graduation Rate (define and reported in the National Center of Educational Statistics (NCES) Graduation Rate Survey (GRS) by 2 percentage points from the academic year 2008-2009 baseline level of 12% to 14.0% in FY 2019-20.

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

Indicator LaPAS PI Code: 24625

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) Graduation 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. 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 New Orleans

**Objective II.4:** Increase the total number of Completers for all awards levels in a given academic year from the baseline year number of 468 in academic year 2014-15 to 478 in academic year 2019-20. 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:** 24628

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 straightforward. 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.
Program: Southern University at New Orleans

Objective II.4: Increase the total number of Completers for all awards levels in a given academic year from the baseline year number of 468 in academic year 2014-15 to 478 in academic year 2019-20. 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: 24629

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.
Program: Southern University at New Orleans

Objective II.5: Maintain the Education Student Praxis passage rate at above 95%.

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.
Program: Southern University at New Orleans

Objective II.5: Maintain the Education Student Praxis passage rate at above 95%.

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 passage rates 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 straightforward. 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
<table>
<thead>
<tr>
<th><strong>X</strong> Authorization included in plan process documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong> External Operating Environment</td>
</tr>
<tr>
<td>Factors identified and assessed</td>
</tr>
<tr>
<td><strong>X</strong> Description of how external factors may affect plan included in plan process documentation</td>
</tr>
<tr>
<td>Strategic Planning Checklist continued</td>
</tr>
<tr>
<td><strong>X</strong> Formulation of Objectives</td>
</tr>
<tr>
<td>Variables (target group; program &amp; policy variables; and external variables) assessed</td>
</tr>
<tr>
<td><strong>X</strong> Objectives are SMART</td>
</tr>
<tr>
<td><strong>X</strong> Building Strategies</td>
</tr>
<tr>
<td>Organizational capacity analyzed</td>
</tr>
<tr>
<td><strong>X</strong> Needed organizational structural or procedural changes identified</td>
</tr>
<tr>
<td>Resource needs identified</td>
</tr>
<tr>
<td><strong>X</strong> Strategies developed to implement needed changes or address resource needs</td>
</tr>
<tr>
<td><strong>X</strong> Action plans developed; timelines confirmed; and responsibilities assigned</td>
</tr>
<tr>
<td><strong>X</strong> Building in Accountability</td>
</tr>
<tr>
<td>Balanced sets of performance indicators developed for each objective</td>
</tr>
<tr>
<td><strong>X</strong> Indicator Documentation Sheets completed</td>
</tr>
<tr>
<td><strong>X</strong> Internal accountability process or system implemented to measure progress</td>
</tr>
<tr>
<td><strong>X</strong> Fiscal Impact of Plan</td>
</tr>
<tr>
<td>Impact on operating budget</td>
</tr>
<tr>
<td>Impact on capital outlay budget</td>
</tr>
<tr>
<td>Means of finance identified for budget change</td>
</tr>
<tr>
<td>Return on investment determined to be favorable</td>
</tr>
</tbody>
</table>