Act 1465 of 1997

SOUTHERN UNIVERSITY AT NEW ORLEANS

STRATEGIC PLAN

FY 2026-2027 through FY 2030-2031

Revised July 1, 2025

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Southern University at New Orleans
FY 2026-2027 through 2030-2031 Strategic Plan

Southern University at New Orleans Strategic Plan

Vision Statement: Southern University at New Orleans is a premier, cutting-edge institution that endeavors to advance the educational standing of students by preparing them to participate in and contribute to a global society and workforce development with the necessary skills, knowledge and dispositions to improve their life-long learning skills and contributions to society through a TEAM ("Togetherness Empowers All Mechanisms") approach.

Mission Statement: Southern University at New Orleans, a public, historically black university, empowers and promotes the upward mobility of diverse populations of traditional and nontraditional students through quality academic programs and services to achieve excellence in higher education.

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.

The Core Values of Southern University at New Orleans are as follows:

Respect: We believe and will continue to ensure that all individuals across our campus are respectful of each other in their daily interactions and activities, and under all circumstances, and we seek to affirm and reinforce that mutual respect is received.

Academic Excellence: We will ensure that our students are prepared to be effective and productive citizens in the 21st century by offering a challenging and well-rounded curriculum and ensuring learning outcomes.

Accountability: We acknowledge and assume responsibility for our actions and decisions and expect the same from our internal and external stakeholders.

Integrity: We will exhibit integrity through consistency in our values, methods, principles, expectations, and outcomes.

Transparency: As part of our responsibility to our stakeholders, we will ensure that our business and educational practices are open and available for review.

Service: We will continue to provide aid to the local community through service-learning, community service, and faculty engagement to make a positive impact within New Orleans and the state of Louisiana.

Inclusion and Diversity: We will continue to foster inclusions that lead to the diversity of the University community and stakeholders.

Goals and Objectives:

I. Goal: **Commitment to Access, Academic Excellence, and Student Success**

Objective I.1.   **Increase the fall headcount enrollment by 5.35% from the baseline level of 2,468 in fall 2024 to 2,600 by fall 2029.**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Other Link: Master Plan for Postsecondary Education.

Strategy I.1.1:   Expand recruiting to attract higher-achieving undergraduate and graduate students

Strategy I.1.2:   Improve outreach programs to recruit more minority students.
Strategy I.1.3:   Extend the inventory of online degree programs (distance learning activities).

Strategy I.1.4:   Assure seamless transfers between and among campuses at all levels.

Strategy I.1.5:   Assure access to programs and services to citizens with disabilities.
Strategy I.1.6:   Support various literacy/basic education programs statewide.

Strategy I.1.7:   Promote dual enrollment agreements with public school districts.

Strategy I.1.8:   Increase the re-admission of students who have completed courses but exited before completion.

Strategy I.1.9:   Increase faculty recruitment efforts to include faculty development and retention efforts of faculty in high-demand & underserved academic areas.

Strategy I.1.10:   Increase faculty training and support for online, hybrid, HyFlex, and non-traditional student populations

Performance Indicators:

Output: Number of students enrolled in fall (full term).
Efficiency: The average tuition and fees cost per academic year for in-state full-time undergraduate students.
Outcome: Percent change in the number of students enrolled in fall (full term).

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Objective I.2:	**Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 3.34 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 51.66% to 55.00% by fall 2029 (retention of fall 2028 cohort).**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Other Link: Master Plan for Postsecondary Education

Strategy I.2.1:	Enhance the Early-Alert Systems to identify students at risk of dropping courses for academic as well as non-academic reasons by streamlining and enhancing the faculty participation and feedback loop.
Strategy I.2.2:	Market, publicize, and advertise academic student support programs/services available on campus for assistance outside of the classroom, i.e., Student Development Center, Center for Comprehensive Communication, Center for Academic Retention and Educational Success (CARES), etc.
Strategy I.2.3:	Extend student support services and amenities to evening, weekend, and online students.
Strategy I.2.4:	Develop and implement a full Student Retention Plan.
Strategy I.2.5:	Increase student engagement and involvement in campus life programs and organizations.
Strategy I.2.6:	Increase the use of social media (Facebook, Snapchat, Instagram, Twitter, etc.) to get important and timely institution-worthy messages, activities, announcements, and information out.
Strategy I.2.7:	Offer more evening, weekend, and online courses.
Strategy I.2.8:	Regularly review and update the academic programs, curricula, and course offerings to meet the job market demand by utilizing a formal program review process led by faculty, in partnership with the Office of the Vice Chancellor of Academic Affairs.

Performance Indicators:

Output:	Percentage of first-time-in-college, full-time, degree-seeking students retained in the second fall at the same institution of initial enrollment.
Outcome:	Percentage point change in percentage of first-time-in-college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment.

Objective I.3: **Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same four-year institution of initial enrollment by 3.00 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 33.00% to 36.00% by fall 2029 (retention of fall 2027 cohort).**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Other Link: Master Plan for Postsecondary Education

Strategy I.3.1: Enhance the Early-Alert Systems to identify students at risk of dropping courses for academic as well as non-academic reasons by streamlining and enhancing the faculty participation and feedback loop.

Strategy I.3.2: Market, publicize, and advertise academic student support programs/services available on campus for assistance outside of the classroom, i.e., Student Development Center, Center for Comprehensive Communication, Center for Academic Retention and Educational Success (CARES), etc.

Strategy I.3.3: Extend student support services and amenities to evening, weekend, and online students.

Strategy I.3.4: Develop and implement a full Student Retention Plan.

Strategy I.3.5: Increase student engagement and involvement in campus life programs and in organizations.

Strategy I.3.6: Increase the use of social media (Facebook, Snapchat, Instagram, Twitter, etc.) to get important and timely institution-worthy messages, activities, announcements, and information out.

Strategy I.3.7: Offer more evenings, weekends, and online courses.

Strategy I.3.8: Regularly review and update the academic programs, curricula, and course offerings to meet the job market demand by utilizing a formal program review process led by faculty, in partnership with the Office of the Vice Chancellor of Academic Affairs.

Strategy I.3.9: Increase faculty training and support for online, hybrid, HyFlex and non-traditional student populations

Performance Indicators:

Output: Percentage of first-time-in-college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment.

Outcome: Percentage point change in the percentage of first-time-in-college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment.

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Objective I.4: **Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") 9.18 percentage points from the baseline rate (fall 2017 cohort for four-year institutions) of 15.82% to 25.00% by 2028-29 (fall 2022 cohort for four-year institutions).**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Other Link: Master Plan for Postsecondary Education

Strategy I.4.1: Enhance the Early-Alert Systems to identify students at risk of dropping courses for academic as well as non-academic reasons by streamlining and enhancing the faculty participation and feedback loop.

Strategy I.4.2: Market, publicize, and advertise academic student support programs/services available on campus for assistance outside of the classroom, i.e., Student Development Center, Center for Comprehensive Communication, Center for Academic Retention and Educational Success (CARES), etc.

Strategy I.4.3: Extend student support services and amenities to evening, weekend, and online students.

Strategy I.4.4: Develop and implement a full Student Retention Plan.

Strategy I.4.5: Increase student engagement and involvement in campus life programs and organizations.

Strategy I.4.6: Increase the use of social media (Facebook, Snapchat, Instagram, Twitter, etc.) to get important and timely institution-worthy messages, activities, announcements, and information out.

Strategy I.4.7: Offer more evening, weekend, and online courses

Strategy I.4.8: Regularly review and update the academic programs, curricula, and course offerings to meet the job market demand by utilizing a formal program review process led by faculty, in partnership with the Office of the Vice Chancellor of Academic Affairs.

Strategy I.4.9: Increase faculty training and support for online, hybrid, HyFlex and non-traditional student populations

Performance Indicators:

Output: Percentage of students enrolled at a 4-Year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

Outcome: Number of students enrolled at a 4-Year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

Objective I.5:	**Increase the total number of baccalaureate degree completers in a given academic year from the baseline year number of 195 in the 2023-24 academic year to 275 in the 2028-29 academic year. Students may only be counted once per award level.**
	Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth
	Other Link: <u>Master Plan for Postsecondary Education</u>
Strategy I.5.1:	Enhance the Early-Alert Systems to identify students at risk of dropping courses for academic as well as non-academic reasons.
Strategy I.5.2:	Market, publicize, and advertise academic student support programs/services available on campus for assistance outside of the classroom, i.e., Student Development Center, Center for Comprehensive Communication, Center for Academic Retention and Educational Success (CARES), etc.
Strategy I.5.3:	Extend student support services and amenities to evening, weekend, and online students.
Strategy I.5.4:	Develop and implement a full Student Retention Plan.
Strategy I.5.5:	Increase student engagement and involvement in campus life programs and in organizations.
Strategy I.5.6:	Offer more evenings, weekends, and online courses.
Strategy I.5.7:	Regularly review and update the academic programs, curricula, and course offerings to meet the job market demand by utilizing a formal program review process led by faculty, in partnership with the Office of the Vice Chancellor of Academic Affairs.
Strategy I.5.8:	Monitor and revise curricular offerings (degrees, certificates) regularly so that they are aligned with workforce and economic development needs.
Strategy I.5.9:	Increase faculty training and support for online, hybrid, HyFlex and non-traditional student populations

Performance Indicators:

<u>Output:</u>	Total number of completers for the baccalaureate level.
<u>Outcome:</u>	Percent change in number of completers for baccalaureate level from the baseline year.

Objective I.6:	**Increase the total number of graduate degree completers in a given academic year from the baseline year number of 103 in the 2023-24 academic year to 125 in the 2028-29 academic year. Students may only be counted once per award level.**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Other Link: <u>Master Plan for Postsecondary Education</u>

Strategy I.6.1:	Develop and launch new graduate programs in high-demand fields aligned with Louisiana's workforce needs, to attract a broader pool of prospective students and meet regional labor market demands.
Strategy I.6.2:	Expand access to graduate education for working professionals and underrepresented populations through flexible scheduling (e.g., evening, weekend, and online options), targeted marketing, and tailored support services, thereby improving enrollment and completion rates.
Strategy I.6.3:	Redesign existing graduate curricula to emphasize career readiness through the integration of experiential learning, such as internships, applied research, and industry partnerships, improving student engagement, retention, and on-time graduation.
Strategy I.6.4:	Increase institutional investment in the Graduate School to support strategic recruitment, student engagement initiatives, and the expansion of graduate assistantships, directly contributing to higher enrollment and program completion.

Performance Indicators:

<u>Output:</u>   Total number of completers for the graduate level.

<u>Outcome:</u>   Percent change in a number of completers for graduate level from the baseline year.

Objective I.7: **Increase the unduplicated number of undergraduate (adult, 25 + yrs.) completers in a given academic year from the baseline year number of 240 in 2023-24 to 270 in academic year 2028-29.**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Other Link: Master Plan for Postsecondary Education

Strategy I.7.1: Offer more courses and academic programs (4 and 5 Star) through evening and weekend programs.

Strategy I.7.2: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Strategy I.7.3: Implement structured schedules to accommodate adult learners and working students, thereby enabling more students to attend college full-time and shorten their time to completion.

Strategy I.7.4: Explore the use of course planning tools such as Degree Works to assist students with on-time completion.

Strategy I.7.5: Offer additional academic and student support services such as tutoring and mentoring programs.

Performance Indicators:

Output: Total number of undergraduate adult completers 25 years plus.

Outcome: Percent change in a number of undergraduate adult 25 years plus completers from the baseline year.

Objective I.8: **Increase the unduplicated number of underrepresented minorities (all races other than white, Asian, nonresidents & unknown/not reported) completers in a given academic year from the baseline year number of 259 in 2023-24 to 309 in academic year 2028-29.**

Link to State Outcome Goals: Youth Education, Better Health, and Diversified Economic Growth

Other Link: Master Plan for Postsecondary Education

Strategy I.8.1: Enhance the Early-Alert Systems to identify students at risk of dropping courses for academic as well as non-academic reasons.

Strategy I.8.2: Market, publicize, and advertise academic student support programs/services available on campus for assistance outside of the classroom, i.e., Student Development Center, Center for Comprehensive Communication, Center for Academic Retention and Educational Success (CARES), etc.

Strategy I.8.3: Extend student support services and amenities to evening, weekend, and online students.

Strategy I.8.4: Develop and implement a full Student Retention Plan.

Strategy I.8.5: Increase student engagement and involvement in campus life programs and in organizations.

Strategy I.8.6: Offer more evenings, weekends, and online courses.

Strategy I.8.7: Regularly review and update the academic programs, curricula, and course offerings to meet the job market demand.

Strategy I.8.8: Monitor and revise curricular offerings (degrees, certificates) regularly so that they are aligned with workforce and economic development needs.

Performance Indicators:

Output: Total number of minority completers.

Outcome: Percent change in a number of minority completers from the baseline year.

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In Compliance with Act 1465 of 1997, each strategic plan must include the following process:

I. A brief, general description of how the strategic planning process was implemented.

The Southern University at New Orleans' strategic planning is a dynamic process that includes the participation of faculty, students, staff, alumni, board members, and community stakeholders through surveys, focus groups, retreats, town hall meetings, committee meetings, and individual interviews. The theme that has guided Southern University at New Orleans in the strategic planning process is one based on a "TEAM" (Togetherness Empowers All Mechanisms) Approach: 2018:2025, the outcome of a concerted and comprehensive effort that established a roadmap, or "blueprint," emphasizing a clearly defined vision and achievable goals that reflect our mission, direction, priorities, and core values. Southern University at New Orleans' progress toward these goals will be measured using an annual accountability scorecard.

II. 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, part of the Southern University System, is categorized as a Southern Regional Education Board (SREB) Four-Year 5 institution, as a Carnegie Master's College and University (Medium Programs), and as a Southern Association of Colleges and Schools - Commission on Colleges (SACSCOC) Level III institution (Master's Degree). Southern University at New Orleans offers a wide range of baccalaureate programs and be committed to graduate education through the master's 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. Southern University at New Orleans 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.

Southern University at New Orleans provides a sound education tailored to the 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. Southern University at New Orleans also provides instruction for working adults of the area who seek to continue their education in the evening or on weekends.

III. 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:

Southern University at New Orleans' performance depends on state funding, with increases enhancing quality and decreases impairing its ability to meet, let alone exceed, its goals. Other external factors that could significantly affect the attainment of its goals and objectives are new demands, requirements, and/or changes in federal and state statutes, rules and regulations; new or changed criteria for accreditation by regional or specialized accrediting agencies; and changes in the rules and regulations

of governing boards. In addition, funding is dependent upon economic changes on the local, state, national, and/or international levels. Federal and state appropriations may vary depending on these economic fluctuations and are subject to the special priorities corresponding to legislative initiatives.

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

The following statutory requirements and authorities apply to all of the goals below: Louisiana Constitution of 1974, Article VIII, Section 7; The Master Plan for Postsecondary Education, 2011; LA R.S. 17:3216; R.S. 17:1851. The SU System, as an administrative unit was created in 1974 by Article VIII, Section 7 of the Constitution of Louisiana (added by Act 313, as Title 17:1851-1854 of the Louisiana Revised Statutes), which authorized the creation of the Board of Supervisors of Southern University and Agricultural and Mechanical College as a body corporate to supervise and manage the institutions, statewide agricultural programs and other programs administrated through its system. Its powers, duties, responsibilities, and related matters are outlined in Title 17: Section 3201, et seq. of Louisiana Revised Statutes. Southern University System and its campuses are a part of the Master Plan for Public Postsecondary Education, Board of Regents, LA.

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

Southern University at New Orleans maintains an ongoing cycle of planning and evaluation for the purposes of program improvement. Strategic planning requires an annual reporting of progress made in achieving strategic goals as demonstrated through performance measures and indicators. The evaluation process allows for new objectives and strategies to be developed to further progress toward the desired strategic outcomes. The Southern University System and its campuses have developed an annual accountability scorecard to monitor progress towards the achievement of each objective that is aligned with a particular goal.

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 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 the 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 the Performance Indicator Documentation attached for each performance indicator.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

I. Goal: **Commitment to Access, Academic Excellence, and Student Success**

Objective I.1:
Increase the fall headcount enrollment by **5.35**% from the baseline level of **2,468** in fall 2024 to **2,600** by fall 2029.

Indicator Name:
Number of students enrolled in fall (full term).

Indicator LaPAS PI Code: 14032

Type and Level: Output, Key

Rationale:
Southern University at New Orleans is committed to improving the educational attainment of the Louisiana citizenry.

Use:
Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Clarity:
Headcount enrollment refers to the actual number of students enrolled (as opposed to full-time equivalent enrollment (FTE), which is calculated from the number of student credit hours enrolled divided by a fixed number).

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:
SSPS data is 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 fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
The Regents SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.1:
Increase the fall headcount enrollment by 5.35% from the baseline level of 2,468 in fall 2024 to 2,600 by fall 2029.

Indicator Name:
Percent change from baseline in the number of students enrolled in fall (full term).

Indicator LaPAS PI Code: 14031

Type & Level: Outcome, Supporting

Rationale:
Southern University at New Orleans is committed to improving the educational attainment of the Louisiana citizenry.

Use:
Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Clarity:
Headcount enrollment refers to the actual number of students enrolled (as opposed to full-time equivalent enrollment (FTE), which is calculated from the number of student credit hours enrolled divided by a fixed number).

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:
SSPS data is gathered twice annually, in the fall and spring. The indicator will be reported at the end of the fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
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 dividing the difference by the baseline year, resulting in a percentage change.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality

Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.1:
Increase the fall headcount enrollment by 5.35% from the baseline level of 2,468 in fall 2024 to 2,600 by fall 2029.

Indicator Name:
The average tuition and fees cost per academic year for in-state full-time undergraduate students.

Indicator LaPAS PI Code: New

Type & Level: Efficiency, Supporting

Rationale:
The Southern University at New Orleans is committed to improving the educational attainment, access, and student success of the Louisiana citizenry.

Use:
Affordability drives student enrollment. Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc.

Clarity:
Academic year refers to the fall and spring semesters.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Annual Mandatory Attendance Fees Survey and the Southern University at New Orleans's Office of Finance and Administration.

Data Source, Collection and Reporting:
The Board of Regents' Annual Mandatory Attendance Fees Survey data is gathered once a year, in July. The indicator will be reported at the end of the fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
Tuition and fees are calculated per credit hour.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the Annual Mandatory Attendance Fees Survey data to the Board of Regents. When all campus submissions are complete, the Annual Mandatory Attendance Fees Survey data will be available on the BOR's website.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
No real weaknesses. The reader must understand that this indicator reflects tuition and mandatory fee costs for full-time undergraduate in-state students.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.2:
Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 3.34 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 51.66% to 55.00% by fall 2029 (retention of fall 2028 cohort).

Indicator Name:
Percentage of first-time-in-college, full-time, degree-seeking students retained in the second fall at the same institution of initial enrollment.

Indicator LaPAS PI Code: 24622

Type & Level: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives.

Use:
Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and consequently leads to a more educated citizenry.

Clarity:
This indicator tracks first-time-in-college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:
SSPS data is gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
This number is calculated using the institutionally classified cohort of degree-seeking, first-time in college, full-time students in a given fall who re-enroll the following fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.2:
Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 3.34 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 51.66% to 55.00% by fall 2029 (retention of fall 2028 cohort).

Indicator Name:
Percentage point changes in the percentage of first-time-in-college, full-time, degree-seeking students retained in the second fall at the same institution of initial enrollment.

Indicator LaPAS PI Code: 24623

Type & Level: Outcome, Supporting

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students but also to retaining them in school, thus preparing them for more productive lives.

Use:
Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and consequently leads to a more educated citizenry.

Clarity:
This indicator tracks first-time-in-college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:
SSPS data is gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
This calculation is based on subtracting the respective retention rate from the baseline year retention rate.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.3:
Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment by 3.00 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 33.00% to 36.00% by fall 2029 (retention of fall 2027 cohort).

Indicator Name:
Percentage of first-time-in-college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment.

Indicator LaPAS PI Code: 24624

Type & Level: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives.

Use:
Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and consequently leads to a more educated citizenry.

Clarity:
This indicator tracks first-time-in-college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:
SSPS data is gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
This number is calculated using the institutionally classified cohort of degree-seeking, first-time in college, full-time students in a given fall who re-enroll in the third fall semester at the same institution. The number of students found re-enrolled will be divided by the number of students in the cohort to obtain a retention percentage.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda? No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.3:
Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment by 3.00 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 33.00% to 36.00% by fall 2029 (retention of fall 2027 cohort).

Indicator Name:
Percentage point change in the percentage of first-time-in-college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment.

Indicator LaPAS PI Code: 24625

Type & Level: Outcome, Supporting

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives.

Use:
Increased student retention within the Louisiana public postsecondary system contributes to an increase in the number of degree completers and consequently leads to a more educated citizenry.

Clarity:
This indicator tracks first-time in college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:
SSPS data is gathered twice annually, in the fall and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the fourth quarter.   This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
This calculation is based on subtracting the respective retention rate from the baseline year retention rate.

Scope: This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the BOR's staff builds a master file for SSPS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda? No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.4:
Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") by **9.18** percentage points from the baseline rate (fall 2017 cohort for four-year institutions) of 15.82% to **25.00**% by academic year 2028-29 (fall 2022 cohort).

Indicator Name:
Percentage of students enrolled at a 4-year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of the "normal" time of degree completion from the same institution.

Indicator LaPAS PI Code: 24626

Type & Level: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives. 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.

Use:
Increasing the number of graduates will lead to a more educated citizenry and, as a result, will contribute to higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:
This indicator tracks first-time-in-college, full-time, degree-seeking students graduating within 150% of the time to degree at the same institution of initial enrollment.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:
Data will be retrieved from the Board of Regents' Statewide Completers System (SCS) and Statewide Student Profile System (SSPS). The indicator will be reported at the end of the fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:

Graduation rate is calculated by dividing the number from an entering cohort who earn an associate degree within 3 years and/or a baccalaureate degree within 6 years by the number in the original cohort.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the SCS 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 BOR's staff builds a master file for SCS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
No real weaknesses. The reader must understand that this indicator reflects the baccalaureate graduation rate all Louisiana public institutions and includes students who transfer to other institutions.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.4:
Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") by 9.18 percentage points from the baseline rate (fall 2017 cohort for four-year institutions) of 15.82% to 25.00% by academic year 2028-29 (fall 2022 cohort).

Indicator Name:
Number of students enrolled at a 4-year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of the "normal" time of degree completion from the same institution.

Indicator LaPAS PI Code: 24627

Type & Level: Output, Supporting

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives. 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.

Use:
Increasing the number of graduates will lead to a more educated citizenry and, as a result, will contribute to higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:
This indicator tracks first-time-in-college, full-time, degree-seeking students graduating within 150% of the time to degree at the same institution of initial enrollment.

Validity, Reliability and Accuracy:
The student cohort data includes those students who entered a four-year institution six years earlier and reflects how many and what percentage graduated from any public state institution.

Data Source, Collection and Reporting:
Data will be retrieved from the Board of Regents' Statewide Completers System (SCS) and Statewide Student Profile System (SSPS). The indicator will be reported at the end of the fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
Graduation rate is calculated by dividing the number from an entering cohort who earn an associate degree within 3 years and/or baccalaureate degree within 6 years by the number in the original cohort.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the SCS 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 BOR's staff builds a master file for SCS.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
No real weaknesses. The reader must understand that this indicator reflects the baccalaureate graduation rate all Louisiana public institutions and includes students who transfer to other institutions.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.5:
Increase the total number of baccalaureate degree completers in a given academic year from the baseline year number of 195 in the 2023-24 academic year to 275 in the 2028-29 academic year. Students may only be counted once per award level.

Indicator Name:
Total number of completers earning baccalaureate degrees.

Indicator LaPAS PI Code: 24628

Type: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives. 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.

Use:
Increasing the number of graduates will lead to a more educated citizenry and, as a result, will contribute to higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:
This indicator focuses on the total number of completers earning baccalaureate degrees. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal year. The indicator will be reported at the end of the fourth quarter for the prior fiscal year. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:
This indicator is a unique student count of completers for the baccalaureate award level offered at the same institution.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.6:
Increase the total number of graduate degree completers in a given academic year from the baseline year number of 103 in the 2023-24 academic year to 125 in the 2028- 29 academic year. Students may only be counted once per award level.

Indicator Name: Total number of completers earning graduate degrees.

Indicator LaPAS PI Code: 26194

Type: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives. 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.

Use:
Increasing the number of graduates will lead to a more educated citizenry and, as a result, will contribute to higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:
This indicator focuses on the total number of completers earning graduate degrees that include master's, doctoral, and professional degrees. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal year. The indicator will be reported at the end of the fourth quarter for the prior fiscal year.

Calculation Methodology:
This indicator is a unique count of completers earning master's and doctoral degrees offered.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.7:
Increase the unduplicated number of undergraduate (adult 25 plus years) completers in a given academic year from the baseline year number of 240 in 2023-24 to 270 in academic year 2028-29. Students may only be counted once per award level.

Indicator Name:
Total number of undergraduate adult completers 25 years plus.

Indicator LaPAS PI Code: 26445

Type: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives. 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.

Use:
Increasing the number of graduates (25 years plus) will lead to a more educated citizenry and, as a result, will contribute to higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:
This indicator focuses on the total number of undergraduate adult completers (25 plus years). Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal year. The indicator will be reported at the end of the fourth quarter for the prior fiscal year. This will allow time for collection, aggregation, and editing of the data.

Calculation Methodology:
This indicator is a unique student count of undergraduate adult completers (25 years plus) at Southern University at New Orleans.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at New Orleans

Objective I.8:
Increase the unduplicated number of underrepresented minority completers in a given academic year from the baseline year number of 259 in 2023-24 to 309 in academic year 2028-29. Students may only be counted once per award level.

Indicator Name:
Total number of minority completers.

Indicator LaPAS PI Code: 26446

Type: Output, Key

Rationale:
The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives. 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.

Use:
Increasing the number of minority graduates will lead to a more educated citizenry and, as a result, will contribute to higher incomes, greater economic productivity, and improved quality of life for Louisiana.

Clarity:
This indicator focuses on the total number of minorities across award levels. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:
Data will be retrieved from the Board of Regents' Statewide Completers System. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:
The source of the data is the Board of Regents' Statewide Completers System. The BOR collects data on completers each July for the previous fiscal year. The indicator will be reported at the end of the fourth quarter for the prior fiscal year. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:
This indicator is a unique student count of minority completers across award levels at Southern University at New Orleans.

Scope:
This indicator is for Southern University at New Orleans.

Responsible for data collection, analysis, and quality
Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

Caveats? Limitations or weaknesses? Does the source of the data have a bias or agenda?
The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Ms. Andrea Simien, Director of Institutional Research, Email: asimien@suno.edu.