



SOUTHERN[®]
UNIVERSITY SYSTEM

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Ray L. Belton, Ph.D.
President-Chancellor

FULFILLING THE PROMISE:
A PATHWAY TO EXCELLENCE
STRATEGIC PLAN 2018-2025





FULFILLING THE PROMISE: A PATHWAY TO EXCELLENCE – 2018-2025, the Strategic Plan for Southern University System, was prepared by the Office of Strategic Planning, Policy and Institutional Effectiveness.

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ACKNOWLEDGEMENTS

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**SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM
BOARD OF SUPERVISORS**

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- The Honorable Arlanda Williams

A MESSAGE FROM THE PRESIDENT-CHANCELLOR



Dear Southernites and Supporters,

I am honored and pleased to present **Fulfilling the Promise: A Pathway to Excellence: 2018-2025**, the new strategic plan for the Southern University College System, the nation's only historically black college and university system. The plan is the outcome of a concerted and comprehensive effort to further develop a broadened roadmap, or "blueprint," that emphasizes a clearly defined vision and outlines achievable goals that reflect our new mission, direction, and core values.

Our seven shared goals speak strongly of our commitment to ensuring a great future for our students. Our top priorities remain, student access and affordability, academic excellence and student success, institutional effectiveness and accountability, scholarly research, discovery, and entrepreneurship, fundraising and philanthropic support, improving campus life through infrastructural development, and promoting the Southern University brand through outreach and global engagement. Southern University's progress toward these goals will be measured in our successes and accomplishments in every area of our mission statement.

Fulfilling the Promise: A Pathway to Excellence, aligns the strategic plans of each campus within the Southern University System, further reinforcing our "We Are Southern" hallmark. The plan represents the System's public agenda for higher education. It establishes a direct link between the state's economic development and its educational system with the overarching goal of raising Louisiana's educational attainment levels.

The strategic planning work, led by Dr. Vladimir Alexander Appeaning, System Vice President for Strategic Planning, Policy, and Institutional Effectiveness, and his staff was a model process of inclusion and teamwork that sought and embraced input and collaboration from all levels - System wide. We want to express our deepest appreciation and gratitude to everyone involved for their tremendous contributions to advancing strategic planning throughout the Southern University and A&M College System culminating in the completion of this plan.

We have bold and achievable plans for our historic institutions of higher learning and no doubt this strategic plan is our passport to "Fulfilling the Promise" we made to uphold the 139-year legacy of Southern University and its original mission of providing a quality education for all who come through our doors. Working together, **"We Are Southern."**

With gratitude,

A handwritten signature in black ink, appearing to read "Ray L. Belton". The signature is stylized and fluid.

Ray L. Belton, Ph.D.
President-Chancellor

Why Education Matters Now More Than Ever

A Global Perspective on Education

The 2018 *World Conference* held in Washington, D.C. on July 14-17, re-emphasized a known universal truth – education is the key driver to economic and community development, and that the return-on-education is priceless. Simply put, there is no development without education. Therefore, we must continue to make strategic investments in education.

Education is a prerequisite for short and long-term economic growth: No country has achieved continuous and rapid economic growth without at least 40 percent of adults being able to read and write. A person's earnings increase by 10 percent for each year of schooling they receive, translating to a one percent annual increase in Gross Domestic product (GDP) if good quality education is offered to the entire population.

A National Perspective on Education

Today, college remains the greatest driver of socioeconomic mobility in America, but if we don't do more to keep it within reach for middle-class families and those striving to get into the middle class, it could have the opposite effect - serving as a barrier, instead of a ticket to the American Dream. Every student deserves a real opportunity to earn an affordable, high-quality degree or credential that offers a clear path to civic engagement, economic security, and success.

The United States has transformed from a manufacturing-based economy to a knowledge-based economy. Three-quarters of the fastest-growing occupations require education and training beyond a high school diploma. Simply put, in today's economy, higher education is no longer a luxury for the privileged few, but a necessity for individual economic opportunity and America's competitiveness in the global economy.

Creating a clear path to the middle class and ensuring our nation's economic prosperity means opening the doors of higher education to more Americans. At a time when jobs can go anywhere in the world, skills and education will determine success for individuals and for nations.

In effect, **a college education remains the best investment a student can make in his or her future.**

- College graduates with a bachelor's degree typically earn 66 percent more than those with only a high school diploma; and are also far less likely to face unemployment.
- Over the course of a lifetime, the average worker with a bachelor's degree will earn approximately \$1 million more than a worker without a postsecondary education.

A Regional Perspective on Education

The Southern Regional Education Board (SREB) is a nonprofit, nonpartisan organization that works with states to improve public education at every level, from early childhood through doctoral education. The 16 member states of SREB are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. According to the *2018 SREB State Progress Report – Looking Closer* – SREB states will need to increase college enrollment substantially in the coming years if they are to achieve the *Challenge to Lead 2020 Goal* - that 60 percent of working-age adults have a postsecondary degree or certificate.

SREB – Educational Attainment and Poverty

Across the SREB region, adults who graduated from high school earned an average of \$6,300 more in 2016 than those without a high school credential. Also, in 2016:

- In the SREB, on average, adults with bachelor's degrees earned \$20,500 more than those with only high school credentials.
- In Louisiana, on average, adults with bachelor's degrees earned \$18,167 more than those with only high school credentials.
- In Louisiana, with respect to educational attainment and employment:
 - 43 percent of adults with no high school credential were employed.
 - 63 percent of adults with only a high school credential were employed.
 - 72 percent of adults with some college or an Associate's degree were employed.
 - 82 percent of adults with a Bachelor's degree were employed.
- In Louisiana, with respect to educational attainment and poverty:
 - 34 percent of adults with no high school credential were below the federal poverty level.
 - 18 percent of high school graduates were below the federal poverty level.
 - 13 percent of adults with some college or an Associate's degree were below the federal poverty level.
 - 5 percent of adults with a Bachelor's degree were below the federal poverty level.

SREB – Affordability and Student Debt

The 2016 *SREB Affordability Commission* addressed the critical challenge of increasing degree completion - one that becomes more difficult as escalating tuition and fees price students out of postsecondary education and better careers. In 2016:

- Approximately 60 percent of U.S. college seniors graduated with student debt.
- Approximately 50 percent of Louisiana's Bachelor's degree completers had debt.
- Across SREB states, student debt ranged from \$24,461 to \$33,838, with an average debt of \$28,446.
- The average student loan debt in Louisiana was \$27,138.
- Between 2012-2016, the average student loan debt for Bachelor's degree completers increased by \$4,439 or 19 percent.

Faced with the prospect of so much debt, many families may decide that college is just too expensive. Most SREB states provide some combination of need-based and merit-based aid. Need-based financial aid helps cover the cost of attendance at public postsecondary institutions for students who meet admission standards, but who may not qualify for merit-based scholarships. While state aid in SREB programs varies considerably, need-based financial aid remains an important tool to help students and their families overcome the affordability gap.

Increasing overall postsecondary enrollment rates is a critical step in closing college completion gaps. As postsecondary institutions try to attract a greater percentage of students, states will need to provide increased support for them, particularly those from low-income families and those who are first in their families to consider postsecondary education. Federal Pell Grants assist students from low-income families by providing funding support that they do not have to re-pay. In 2016:

- Average Pell Grant award in SREB states ranged from \$3,310 to \$4,046.
- Average Pell Grant award in Louisiana was \$3,793.

SREB – Enrollment Rates

In fall 2016, 69 percent of the recent high school graduates in SREB states enrolled in postsecondary education, ranging from 62 to 88 percent across the SREB region.

- For the High School Class of 2016, in Louisiana, there were:
 - 46,534 high school seniors in fall 2015.
 - 36,576 or 78 percent graduated from high school in 2016.

- ✓ 32,456 or 88 percent enrolled in a post-secondary institution within a year.

From 2012 to 2016, post-secondary enrollment in SREB states decreased for African American students by 13 percentage points, with double-digit decreases in 15 SREB states. Conversely, enrollment increased for Hispanic students by 21 percentage points in the region, with gains ranging from 11 to 59 percentage points across the SREB region.

In 2016, almost half of the baccalaureate recipients nationwide had been enrolled in a two-year college at some point over the prior ten-year period. Clearly, two-year colleges play a role in the success of four-year colleges. In 2016:

- In the SREB, 53 percent of the baccalaureate recipients had previously enrolled in a two-year college.
- In Louisiana, 46 percent of the baccalaureate recipients had previously enrolled in a two-year college.

SREB – Persistence/Retention Rates

SREB states monitor their college freshmen persistence rate as a predictor of college completion. This rate measures the percentage of first-year, full-time students who return to their colleges for a second year of study. States submit these data sets to the SREB State Data Exchange – *first-year persistence rate* – is the *percentage of freshmen in the first-time, fulltime bachelor’s degree-seeking cohort who were enrolled at the institution they first attended or who transferred to another college or university the next fall*. In 2015:

- Across the SREB region, persistence rates ranged from 77 percent to 92 percent.
- SREB’s average persistence rate at public four-year institutions was 85 percent.
- Louisiana’s average persistence rate at public four-year institutions was 80 percent.

SREB – Graduation Rates

A key performance outcome measure for SREB states is the *six-year graduation rate* for four-year colleges and universities and the *three-year graduation rate* for two-year colleges. Institutions report these rates to the U.S. Department of Education. Federal law defines college graduation rates as the percentage of first-time freshmen who enter college in the fall term and remain at the same institution and graduate within six years (four-year institutions) and three years (two-year institutions).

In 2016:

- U.S. six-year college graduation rate was 59 percent for the fall 2010 cohort.
- SREB’s six-year college graduation rate was 56 percent for the fall 2010 cohort.
- Louisiana’s six-year college graduation rate was 47 percent for the fall 2010 cohort.
 - U.S. six-year graduate rate for White students was 62 percent.
 - SREB’s six-year graduate rate for White students was 61 percent.
 - Louisiana’s six-year graduate rate for White students was 53 percent.
 - U.S. six-year graduate rate for Hispanic students was 54 percent.
 - SREB’s six-year graduate rate for Hispanic students was 52 percent.
 - Louisiana’s six-year graduate rate for Hispanic students was 48 percent.
 - U.S. six-year graduate rate for Black students was 40 percent.
 - SREB’s six-year graduate rate for Black students was 41 percent.
 - Louisiana’s six-year graduate rate for Black students was 33 percent.

SREB encourages states to consider creative ways to better support all students, including adult learners, so that they graduate, earn good salaries and are less dependent on state and federal aid programs.

- SREB states should provide greater support for Pell Grant recipients to ensure their success.
- SREB states should provide support for transfer students to ensure they graduate.
- SREB states should provide rewards for postsecondary institutions that meet or exceed completion performance targets.
- SREB states should align postsecondary education and workforce needs to incentives students.

SREB – Adult Learners

The Challenge 2020 Adult Educational Attainment Goal Calls for 60 Percent of Working-Age Adults in SREB States to Earn a Postsecondary Credential by 2020. Postsecondary certificates, as well as Associate and Bachelor's degrees, count toward the goal. In 2016:

- In U.S., 41 percent of working-age adults, ages 25-64, earned an Associate degree or higher.
- In SREB, 38 percent of working-age adults, ages 25-64, earned an Associate degree or higher.
- In Louisiana, 31 percent of working-age adults, ages 25-64, earned an Associate degree or higher.
 - US - 46 percent of working-age White adults, ages 25-64, earned an Associate degree or higher.
 - SREB - 43 percent of working-age White adults, ages 25-64, earned an Associate degree or higher.
 - Louisiana - 36 percent of working-age White adults, ages 25-64, earned an Associate degree or higher.
 - US - 22 percent of working-age Hispanic adults, ages 25-64, earned an Associate degree or higher.
 - SREB - 24 percent of working-age Hispanic adults, ages 25-64, earned an Associate degree or higher.
 - Louisiana - 23 percent of working-age Hispanic adults, ages 25-64, earned an Associate degree or higher.
 - US - 30 percent of working-age Black adults, ages 25-64, earned an Associate degree or higher.
 - SREB - 30 percent of working-age Black adults, ages 25-64, earned an Associate degree or higher.
 - Louisiana – 21 percent of working-age Black adults, ages 25-64, earned an Associate degree or higher.

SREB encourages its member states to consider creative programs that can help three specific groups of adults increase their attainment levels: 1) Adults without a high school credential; 2) Adults with a high school credential, but no postsecondary education; and 3) Adults with some postsecondary education, but no credential.

In 2016:

- In the SREB, between 55 and 74 percent of the adult population were: 1) Adults without a high school credential, 2) Adults with a high school credential, but no postsecondary education; and 3) Adults with some postsecondary education, but no credential.
- In Louisiana, 71 percent or 2,176,845 of the adult population were: 1) Adults without a high school credential, 2) Adults with a high school credential, but no postsecondary education; and 3) Adults with some postsecondary education, but no credential.
- In Louisiana, 55 percent or 1,686,288 of the adult population were: 1) Adults with a high school credential, but no postsecondary education; 2) Adults with some postsecondary education, but no credential.

In 2017, SREB states received approximately \$227 million, or 39 percent of the funds allocated to states nationwide to provide Adult Basic Education (ABE) programs. Federal funding helps states to provide basic literacy, math skills, and English instruction.

A Louisiana Perspective on Education

According to the Preamble contained in Article VIII of the 1974 Louisiana Constitution:

The goal of the public educational system is to provide learning environment and experiences, at all stages of human development, that are humane, just, and designed to promote excellence in order that every individual may be afforded an equal opportunity to develop to his full potential.

In 2018, excerpts from the public statement released by the chairs of Louisiana's four public postsecondary systems, in conjunction with the Louisiana Board of Regents, stated:

"Our institutions are part of the fabric of their respective communities. Throughout the state, from philanthropic activities to business partnerships, we aim to strengthen each area of the state through learning, research and teaching. We are proud to be in the communities, working daily to improve Louisiana."

In effect:

- *Higher education is talent development*
- *Higher education is economic development*
- *Higher education is community development*

SOUTHERN UNIVERSITY AND A&M COLLEGE SYSTEM

At A Glance

What began as a dream more than 139 years ago is today a living legacy of determination, commitment, and success. The Southern University and A&M College System is the only historically black university system in America.

In 1974, a special session in the Louisiana Legislature established the Southern University and A&M College System with Jesse N. Stone of Shreveport as its President. The Southern University System consists of five campuses, namely: Southern University and A&M College (SUBR), Southern University at New Orleans (SUNO), Southern University at Shreveport (SUSLA), Southern University Law Center (SULC), and Southern University Agriculture Research and Extension Center (SUAREC). Today, the Southern University and A&M College System is managed by a 16-member Board. 15 members are appointed by the Governor with consent from the Louisiana Senate plus one (1) student member.

The System has a diverse enrollment of more than 12,000 students with locations in Louisiana's capital city of Baton Rouge, New Orleans, and Shreveport. A law school and agricultural and research center also are located in Baton Rouge. The System campuses appeal to students with various undergraduate, graduate, and professional degree offerings. Widespread accomplishments of faculty and alumni have positively impacted society at every level. With a strong foundation, a proven record of achievement, and a fresh vision for the future, Southern University's charge to advance the mission of its founders' remains at the heart of our faculty, students, and alumni.

The campuses of the Southern University and A&M College System pride themselves with distinct learning environments, each having its own identity and brand. Despite the differences in the constituencies that they serve, the commonality of all campuses lies in providing quality educational experiences that are affordable and accessible to all. Each of our campuses is deeply rooted in their respective communities and is responsive to regional intellectual, cultural, and labor needs by supporting economic and workforce development that bring benefits to the state, region, and nation.

Fulfilling the Promise: A Pathway to Excellence represents the System's "public agenda" for higher education. It establishes a direct link between the state's economic development and its educational system, with the **overarching goal of raising Louisiana Educational Attainment Levels**.

- ***Fulfilling the Promise: A Pathway to Excellence*** provides a bold vision for the next seven years to raise Louisiana's educational attainment levels and become a leader in workforce solutions, community and economic development. We embrace our vital role in promoting economic success in Louisiana and beyond.
- ***Fulfilling the Promise: A Pathway to Excellence*** aligns the strategic plans of each campus within the SU System, thereby operationalizing the motto, "***Five Campuses, One Vision, ... Global Excellence.***"

STRATEGIC PLANNING PROCESS – A SYNOPSIS

Per the requirements of Act 462 of 2014, the Louisiana Board of Regents in conjunction with higher education leaders established the Outcomes-Based Funding Formula. Understanding the need for the Southern University (SU) System to realize optimal benefits from the Outcomes-Based Funding Formula, in 2017, Dr. Ray L. Belton, President-Chancellor, SU System, made two critical decisions:

1. It was essential for the SU System to develop and implement a system wide strategic plan, a blueprint that was data driven and partly influenced by the metrics in the Outcomes-Based Funding Formula:
 - a. Enrollment by Classification Level and Student Type
 - i. Preparatory / Dual Enrollment
 - ii. Freshmen
 - iii. Sophomore
 - iv. Junior
 - v. Senior
 - vi. Graduate
 - vii. Online Enrollment
 - b. Progression and Completion
 - i. Time to Degree for First Time Freshmen and Transfer Students
 - ii. Graduation Rates
 - iii. Retention Rates
 - c. Equity
 - i. Income Equity / Pell Students
 - ii. Adult Learners 25 Years and Older
 - iii. Minority Students
 - d. Research and Workforce Development
 - i. Four and Five Star Rated Programs (High Wage / High Demand)
 - ii. NSF-Recognized Externally Funded Research
2. It was important for the SU System to leverage the power of the system. In order to achieve maximum benefits, each SU campus agreed to align and update the goals, objectives and performance indicators/metrics contained in its strategic plan with the goals, objectives and performance indicators/metrics contained in the new SU System strategic plan, which in turn was aligned to the metrics in the Outcomes-Based Funding Formula. This task was undertaken in full recognition of the unique role, scope and mission of each Southern University member institution.

The strategic planning process was both comprehensive and extensive. Faculty, staff, students, SU System Board members, alumni groups, governmental, business and community leaders were actively engaged for their feedback. The outcome of the strategic planning process was the completion of the Southern University and A&M College System strategic plan, titled, **FULFILLING THE PROMISE - A PATHWAY TO EXCELLENCE: 2018-2025**, which was approved by the Southern University Board of Supervisors on June 21, 2019.

Mission

The Southern University and A&M College System exists to support, protect, and advance the unique missions of its member institutions by offering quality educational programs, innovative research, and community engagement opportunities that prepare students to become global leaders.

Vision

The Southern University and A&M College System strives to achieve global recognition as a premiere university system of choice for all students who seek exceptional educational opportunities.



Core Values

- ***Academic Excellence and Integrity:*** Academic excellence will always serve as the hallmark of our endeavors. We commit to conducting ourselves in an honest, ethical, and credible manner with an unwavering commitment to fairness and doing what is in the best interest of our students, faculty, and staff.
- ***Student-Centered:*** We commit to being relentlessly student-centered. We want our students, wherever they come from, to experience our university system as the place where they can pursue their dreams and become global leaders.
- ***Accountability and Effectiveness:*** We commit to accountability, fiscal responsibility, and transparency, because these are the requirements of sound stewardship. Additionally, we commit to advancing an evidence-based planning and assessment culture that is focused on continuous improvement and centered on the mission.
- ***Innovation and Creativity:*** We commit to pushing the boundaries of knowledge and possibility as we celebrate fundamental discoveries and practical applications alike. We recognize the linkage between a quality system of higher education and future economic opportunities for our students.
- ***Diversity and Respect:*** We commit to honor and preserve the individual dignity of everyone across all levels of the university system. We recognize that diversity is the foundation of our university system and we acknowledge that differing viewpoints can help us anticipate and solve problems. We leverage our differences as strengthens in a continuous, fully engaged quest for improvement and innovation.
- ***Collaboration and Teamwork:*** We commit to professionalism, civility, and cooperation across the university system to ensure success in achieving our stated common goals. We recognize that we are stronger and more effective when we work together as a team.
- ***Advocacy and Open Communication:*** We commit to promote a culture of openness where individuals are encouraged to offer suggestions for improvement. We encourage courteous, ethical, and proactive two-way communication. We will always actively advocate for our member institutions.

Goal I

Commitment to Student Access and Affordability



Objective I.1:

To increase *End-of-Semester Fall Head Count Enrollment* by 61% from baseline 12,595 in Fall 2017 to 20,261 in Fall 2025.

- **Key Performance Indicator:** Total number of students enrolled
- **Strategy I.1.1:** Implement Cohort Registration — register students by class year. Follow up with students prior to leaving campus and enroll them for the subsequent semester.
- **Strategy I.1.2:** Enhance the business model to award financial aid by March 1, and encourage payment of bills by July 1st.
- **Strategy I.1.3:** Develop and implement Comprehensive Enrollment Management Plans that include the following components:
 - A detailed Recruitment and Retention Plan
 - A detailed Financial Aid Plan
 - A detailed Marketing and Communication Plan
 - A detailed Student Engagement/Campus Life Plan
 - A detailed Academic Advisement and Mentorship Plan
- **Strategy I.1.4:** Expand the use of University Centers, where:
 - SUBR can offer programs at SUNO and SUSLA
 - SUNO can offer programs at SUBR and SUSLA
 - SUSLA can offer programs at SUBR and SUNO

- SULC can offer programs at SUNO and SUSLA
- SUAREC can offer programs at SUNO and SUSLA
- **Strategy I.1.5:** Increase enrollment of high school students by strengthening relationships with high school counselors using innovative approaches like high school counselor luncheons to educate them about the quality of educational programs, innovative research, and community engagement opportunities that will prepare their students to become global leaders.
- **Strategy I.1.6:** Promote online/distance education as a viable option to deliver graduate and undergraduate education to increase enrollment.
- **Strategy I.1.7:** Promote dual-enrollment by expanding relationships and developing articulation agreements with high schools to increase enrollment.
- **Strategy I.1.8:** Expand the recruitment of traditional students – first-time full-time students (18 - 24 years) to increase enrollment.
- **Strategy I.1.9:** Expand the recruitment of non-traditional students – adult learners (25 years and above) to increase enrollment.
- **Strategy I.1.10:** Expand the recruitment of transfer students by developing articulation agreements with community colleges to increase enrollment.
- **Strategy I.1.11:** Increase the recruitment of out-of-state students with assistance from the Southern University National Alumni Federation and Alumni Chapters across the country to increase enrollment.
- **Strategy I.1.12:** Increase the recruitment of international students.
- **Strategy I.1.13:** Increase the re-admission of students who have completed courses but exited prior to completion.
- **Strategy I.1.14:** Increase cross-enrollment by strengthening the SUSLA-Connect program and launching the use of University Centers.
- **Strategy I.1.15:** Increase the recruitment of first-generation students to increase enrollment.
- **Strategy I.1.16:** Increase student diversity by aligning recruitment plans to reflect state, national and global demographics to increase enrollment.
- **Strategy I.1.17:** Develop and implement a plan to increase need- and merit-based funding through private funds to increase access and ensure Southern University remains affordable to all students.
- **Strategy I.1.18:** Establish a dynamic and efficient digital marketing plan for recruiting students to include interactive websites, digital advertising, email marketing, social media, blogging, and promotional videos.
- **Strategy I.1.19:** Improve Customer Service by conducting additional training sessions with faculty and staff.
- **Strategy I.1.20:** Launch the Native American Recruitment Initiative (NARI) – An Alumni-Initiated Non-Traditional Approach to Recruiting, Retaining, Mentoring and Graduating Students.

Objective I.2:

To increase ***Dual Enrollment*** by 113% from baseline 1,267 in Fall 2017 to 2,693 in Fall 2025.

- **Key Performance Indicator:** Total number of Dual enrollment students
- **Strategy I.2.1:** Expand interactions with area high schools using articulation agreements to provide high school students with the opportunity to take college-level courses and earn credit toward high school completion and their future college degrees.
- **Strategy I.2.2:** Identify staff to assist with recruiting efforts.
- **Strategy I.2.3:** Provide courses through an online platform or a blend of online and in-person/face-to-face instruction.
- **Strategy I.2.4:** Expand educational sites/locations for teaching dual-enrollment courses.

Objective I.3:

To increase ***100% Online Enrollment*** by 1,856% from baseline 202 in Fall 2017 to 3,951 in Fall 2025.

- **Key Performance Indicator:** Total number of students enrolled in 100% Online programs

- **Strategy I.3.1:** Build, scale, and sustain new online programs and certificates.
- **Strategy I.3.2:** Target marketing to special populations – Military Personnel.
- **Strategy I.3.3:** Target marketing to special populations – Professionals in Specific Industries.
- **Strategy I.3.4:** Develop a detailed enrollment plan of action for online education.
- **Strategy I.3.5:** Identify a campus leader for online education.
- **Strategy I.3.6:** Establish a dynamic and efficient digital marketing plan for recruiting students to online programs and courses to include the use of digital advertising, email marketing, social media, blogging, and promotional videos.
- **Strategy I.3.7:** Collaborate with the Office of the Registrar to remove barriers for online students when completing the registration process.
- **Strategy I.3.8:** Provide guidance for training topics and opportunities concerning instructional technology and sound pedagogy.
- **Strategy I.3.9:** Scale resources - online faculty, students, technology, and staff support - to meet the growing needs of online courses and programs.
- **Strategy I.3.10:** Provide initial and continuous training opportunities for online faculty.
- **Strategy I.3.11:** Evaluate the current online course rubric and revise as necessary.
- **Strategy I.3.12:** Identify programs where at least 50% of their major plan of study is currently being offered online. Once these programs are identified, approach department chairs/directors about offering a fully online degree option in addition to the face-to-face degree.
- **Strategy I.3.13:** Work with faculty and departments to convert courses and programs to 100% online.
- **Strategy I.3.14:** Outline additional budget requirements needed by departments and support units as courses and programs are converted to an online platform.
- **Strategy I.3.15:** Identify and convert courses that can be used across multiple degrees and programs.
- **Strategy I.3.16:** Evaluate current policies and plans for online learning.
- **Strategy I.3.17:** Continuously assess all online courses and programs.
- **Strategy I.3.18:** Provide equitable, engaging, and comprehensive academic support for online learners.
- **Strategy I.3.19:** Provide equitable, engaging, and comprehensive student support for online learners.
- **Strategy I.3.20:** Create opportunities for online learners to become involved in campus activities.
- **Strategy I.3.21:** Initiate peer mentoring for online learners.
- **Strategy I.3.22:** Increase availability of online tutoring in online courses.
- **Strategy I.3.23:** Collaborate with specific Student Affairs units to offer workshops, career fairs, and student organization memberships for online learners.
- **Strategy I.3.24:** Strengthen the online presence in the Student Government Association and offer voting opportunities for online students.

Objective I.4:

To increase *New First-Time Full-Time Student Enrollment* by 113% from baseline 2,070 in Fall 2017 to 4,413 in Fall 2025.

- **Key Performance Indicator:** Total number of New First-Time Full-Time students enrolled

- **Strategy I.4.1:** Recruit Generation Y students (Millennials) and Generation Z students using dynamic and interactive digital marketing plans that include the use of digital advertising, email marketing, social media, blogging, interactive websites, and promotional videos.
- **Strategy I.4.2:** Establish National Merit Scholars programs to recruit high achieving students.
- **Strategy I.4.3:** Develop geo-fencing to leverage social media to increase engagement with the Southern University community and academic programs.

- **Strategy I.4.4:** Identify recruitment coordinators to assist with recruitment at local high schools Engage students and their families with a focus on recruitment and financial literacy.
- **Strategy I.4.5:** Integrate the use of online and hybrid modalities to face-to face instruction to ensure a plethora of instructional delivery options are available.
- **Strategy I.4.6:** Routinely update the content on all institutional websites.
- **Strategy I.4.7:** Develop bridge programs for students who may benefit from additional educational preparation.
- **Strategy I.4.8:** Refine and offer orientation programs to freshmen, transfer students, and graduate students that effectively prepare them for the Southern University educational experience.
- **Strategy I.4.9:** Utilize a one-stop enrollment model (online and onsite) that includes the entire array of student enrollment services (admissions, advising, registration, financial assistance, and student life) to reduce attrition that may result from factors that could be addressed.
- **Strategy I.4.10:** Encourage academic programs to create learning communities.
- **Strategy I.4.11:** Encourage residential programs to create living-learning communities.

Objective I.5:

To increase *Undergraduate Enrollment* by 65% from baseline 10,608 in Fall 2017 to 17,453 in Fall 2025.

○ **Key Performance Indicator:** Total number of Undergraduate students enrolled

- **Strategy I.5.1:** Expand high-wage, high-demand (4 & 5 Stars) undergraduate academic programs to increase enrollment.
- **Strategy I.5.2:** Offer additional sections of general education courses.
- **Strategy I.5.4:** Launch *Louisiana Recruits: Boots on Ground* – Contact external constituencies such as board members, alumni, high school counselors and principals to refer students to apply.
- **Strategy I.5.5:** Deploy a *Recruitment Blitz* – focus on top states (Alabama, California, Texas, Mississippi, Georgia, and Tennessee) to build collaborative partnerships to increase student enrollment. Conduct on-site enrollment (admissions and financial aid).
- **Strategy I.5.6:** Engage *LA Veterans Corp* – increase our reach and enrollment of veterans.
- **Strategy I.5.7:** Launch *Red Carpet Affair* – to recruit high achieving students.
- **Strategy I.5.8:** Implement a Southern University day at local high schools.
- **Strategy I.5.9:** Execute Memorandum of Understanding with Clayton County District, California Community Colleges, Houston Community College, etc., to increase enrollment.
- **Strategy I.5.10:** Expand co-curricular programs and student support services, such as advising, counseling, and career services.
- **Strategy I.5.11:** Promote innovative uses of instructional technology to enrich classroom teaching, learning and student engagement.
- **Strategy I.5.12:** Increase resources available for scholarships and need-based financial aid.
- **Strategy I.5.13:** Sharpen our competitive edge by providing merit aid needed to recruit highly qualified freshmen.
- **Strategy I.5.14:** Strengthen the first-year experience program to include exciting new student orientation programs designed to seamlessly transition students to college, thereby improving student access and success.

Objective I.6:

To increase *Transfer-In Enrollment* by 234% from baseline 634 in Fall 2017 to 2,120 in Fall 2025.

○ **Key Performance Indicator:** Total number of Transfer-In students enrolled

- **Strategy I.6.1:** Develop and implement an out-of-state fee waiver scholarship to target high achieving students with a 3.3 cumulative grade point average that graduated with an associate's degree.
- **Strategy I.6.2:** Develop institution and program specific articulation agreements to facilitate the transfer of students.
- **Strategy I.6.3:** Execute Memorandum of Understanding with institutions within the Louisiana Community and Technical College System (LCTCS) as well as Clayton County District, Houston Community College, etc., to increase enrollment.
- **Strategy I.6.4:** Expand the Memorandum of Understanding with California Community Colleges to include access thousands of students. Send strategic communication marketing pieces.
- **Strategy I.6.5:** Create regular communications/email blasts to community college advisory teams requesting referral of students. Send communications to students inviting them to a campus visit.
- **Strategy I.6.6:** Develop orientation and student support programs designed for transfer students.
- **Strategy I.6.7:** Offer resources to support the financial aid needs of transfer students.
- **Strategy I.6.8:** Take deliberate steps to improve retention and graduation rates of transfer students.
- **Strategy I.6.9:** Offer more degree programs online to benefit transfer students.

Objective I.7:

To increase ***Graduate Enrollment*** by 38% from baseline 1,410 in Fall 2017 to 1,945 in Fall 2025.

- **Key Performance Indicator:** Total number of Graduate students enrolled

- **Strategy I.7.1:** Expand graduate education opportunities to include new masters and doctoral programs to increase enrollment.
- **Strategy I.7.2:** Expand graduate recruitment outreach to undergraduate programs in Louisiana and beyond.
- **Strategy I.7.3:** Develop and implement *Graduate Recruitment Fairs* to conduct onsite graduate admissions to include the ability to offer assistantships, fellowships and scholarships onsite.
- **Strategy I.7.4:** Develop strategic marketing materials to target recruitment of business and government executives, police, nurses, teachers, principals and administrators for masters and doctoral programs.
- **Strategy I.7.5:** Utilize geo-fencing to attract undergraduate, post-baccalaureate, and professionals to graduate programs.
- **Strategy I.7.6:** Provide adequate resources needed to support graduate education, research capacity, compensation for faculty and staff, and stipends for graduate students.
- **Strategy I.7.7:** Expand Graduate School fellowships, scholarships, teaching and research assistantships.
- **Strategy I.7.8:** Recruit and mentor graduate students representing a variety of academic perspectives and racial, ethnic, gender, and geographic backgrounds.
- **Strategy I.7.9:** Develop more masters' programs using online and face-to-face modalities in high demand disciplines.
- **Strategy I.7.10:** Develop more doctoral programs using online and face-to-face modalities in high demand disciplines.
- **Strategy I.7.11:** Engage faculty and staff in graduate recruitment by linking recruiting activities with their involvement in professional associations and other venues.
- **Strategy I.7.12:** Ensure that research and service are central to graduate education.

Objective I.8:

To increase ***Re-Admits*** by 246% from baseline 576 in Fall 2017 to 1,993 in Fall 2025.

- **Key Performance Indicator:** Total number of Re-Admit students enrolled

- **Strategy I.8.1:** Recruit returning students who have not enrolled for three semesters.
- **Strategy I.8.2:** Create re-orientation programs for returning students.
- **Strategy I.8.3:** Review the current academic clemency / amnesty policies and revise as appropriate to support student readmission.
- **Strategy I.8.4:** Develop and implement a plan for increasing need- and merit-based funding through private funding sources to increase access and ensure Southern University remains affordable to all students seeking readmission.

Objective I.9:

To increase ***Cross-Enrollment*** by 349% from baseline 204 in Fall 2017 to 915 in Fall 2025.

○ **Key Performance Indicator:** Total number of Cross-Enrolled students

- **Strategy I.9.1:** Increase cross-enrollment by strengthening the SUSLA-Connect program and University Centers.
- **Strategy I.9.2:** Promote transfer between and among campuses and colleges through cross-enrollment agreements.
- **Strategy I.9.3:** Develop and implement a Southern University System Master Course Articulation Matrix that will allow for the seamless transfer of students and acceptance of courses across campuses.

Objective I.10:

To increase the percentage of ***First-Generation Students (Pell-Eligible Students)*** by 8% from baseline 62% in Fall 2017 to 70% in Fall 2025.

○ **Key Performance Indicator:** Percentage of First-Generation (Pell-Eligible) students enrolled

- **Strategy I.10.1:** Increase the recruitment of first-generation students in accordance with our historical mission.
- **Strategy I.10.2:** Provide ongoing training and professional development opportunities for financial aid counselors to ensure that they are up-to-date on applicable federal laws, policies and procedures.
- **Strategy I.10.3:** Ensure all prospective applicants have completed their FAFSAs in a timely manner.
- **Strategy I.10.4:** Develop and implement a plan for increasing need- and merit-based funding through private funding sources to increase access and ensure Southern University remains affordable to all students.

Objective I.11:

To increase the percentage of ***Adult Learners (25 years and older)*** by 12% from baseline 33% in Fall 2017 to 40% in Fall 2025.

○ **Key Performance Indicator:** Percentage of Adult Learners enrolled

- **Strategy I.11.1:** Offer more courses and academic programs through evening and weekend programs.
- **Strategy I.11.2:** Create programs that support educational credentialing of adult workers.
- **Strategy I.11.3:** Strengthen strategic relationships and partnerships with business and industry, community agencies, K-12 school systems and community colleges and develop affordable pathways to degree completion.
- **Strategy I.11.4:** Increase access for underserved student populations through expansion to new remote and rural markets.
- **Strategy I.11.5:** Increase opportunity and access by expanding our online degree inventory and course offerings.

- **Strategy I.11.6:** Develop and implement an innovative strategy for increasing need- and merit-based funding to increase access and ensure Southern University is affordable to all students.
- **Strategy I.11.7:** Develop and implement transparent and consistent policies to enhance the recruitment, retention, and graduation of students.
- **Strategy I.11.8:** Offer program customization to give students the opportunity to complete their degree on-campus, online, or in a hybrid mode.
- **Strategy I.11.9:** Increase marketing and branding in Louisiana focused on non-traditional recruitment markets.
- **Strategy I.11.3:** Increase opportunity for academically prepared students to receive the out-of-state fee waiver scholarship, where applicable.
- **Strategy I.11.10:** Execute Memorandum of Understanding with institutions within the Louisiana Community and Technical College System (LCTCS) as well as Clayton County District, California Community Colleges, Houston Community College, etc., to increase enrollment.
- **Strategy I.11.11:** Market online and on campus programs to adult learners – local police, hospital personnel, government and business executives, fire fighters, high school teachers, principals and administrators that focus on their unique learning goals, needs, and aspirations.
- **Strategy I.11.12:** Conduct a prior learning assessment (PLA) of each professional's experience to determine whether credit may be awarded for learning acquired through prior experience.

Goal II

Commitment to Academic Excellence and Student Success



Objective II.1:

To increase ***First-to-Second Year Fall to Fall Same Institution Retention Rate*** by 5% from baseline 51% in Fall 2016-17 to 56% in Fall 2024-25.

- **Key Performance Indicator:** First-to-Second Year Fall-to-Fall Same Institution Retention Rate
- **Strategy II.1.1:** Implement *Degree Me Now: 15 to Finish in 4 Campaign*. This initiative encourages first and second year students to successfully enroll and complete 15 credit hours each semester; thereby increasing retention and graduation rates.
- **Strategy II.1.2:** Implement *Franklin Covey: 7 Habits of Highly Effective College Students*. This will serve as a redesign for the First Year Experience course(s). This addition to FYE & SYE will help to avoid the "sophomore year slump" and fuel the "momentum year" by providing students with timeless principles and practical skills to thrive and succeed.
- **Strategy II.1.3:** Develop an *Early-Alert-System*, such as *GradesFirst*, to identify students at risk of dropping courses for academic and non-academic reasons.
- **Strategy II.1.4:** Create and sustain a culture that supports teaching excellence by providing faculty development opportunities, which enhance innovative instructional methods that increase classroom rigor and emphasize student success – retention, progression and completion.

- **Strategy II.1.5:** Devise and implement a new faculty and staff development plan to promote professional advancement and specialized skills training for all university personnel.
- **Strategy II.1.6:** Create new and innovative physical and virtual spaces with enhanced technology to support teaching, learning and research.
- **Strategy II.1.7:** Encourage and promote faculty achievement in teaching, research, and public service throughout the campus and community.
- **Strategy II.1.8:** Foster student success through the cultivation of an intellectual climate and campus culture that emphasizes life-long learning, global thinking, entrepreneurship and stewardship.
- **Strategy II.1.9:** Monitor and revise curricular offerings (degrees, certificates) that are aligned with workforce and economic development needs to increase enrollment.
- **Strategy II.1.10:** Strengthen faculty and staff development opportunities that address best practices in educational pedagogies and technology-enhanced learning.
- **Strategy II.1.11:** Strengthen international opportunities for faculty and staff and provide students with global credentials through international studies as well as domestic and international internships
- **Strategy II.1.12:** Focus on retention and progression by identifying high failure rate courses (particularly initial gateway courses, i.e.; English, Math, Biology, Chemistry, Psychology) and implement strategies focused on course re-design and supplemental instruction to support increased student success.
- **Strategy II.1.13:** Re-engineer *student advising*.
- **Strategy II.1.14:** Build a closer working relationship with institutional research to insure that the implementation of strategic decisions is based on sound data.
- **Strategy II.1.15:** Conduct student satisfaction surveys to capture student satisfaction of programs and services offered. The survey results will be used for continuous improvement.
- **Strategy II.1.16:** Implement Supplemental Instruction – a nontraditional form of tutoring (for courses such as English Composition, College Algebra, General Biology, General Chemistry, and Psychology) that focuses on collaboration, group study, and interaction for assisting students in undertaking “traditionally difficult” courses.
- **Strategy II.1.17:** Target courses with a minimum 30% rate of students that drop, withdraw, or fail, and provide a trained peer who has successfully negotiated the course to assist future students.
- **Strategy II.1.18:** Offer an array of academic support programs and services such as tutorial programs across majors, supplemental instruction opportunities, etc.
- **Strategy II.1.19:** Implement a Freshman Academy.
- **Strategy II.1.20:** Offer an array of student support services such as counseling and mentoring programs to help with student success and completion.
- **Strategy II.1.21:** Implement living and learning communities in residential life.
- **Strategy II.1.22:** Develop and implement a plan for increasing need- and merit-based funding through private funding sources to increase student success, thereby decreasing the affordability gap and improving student retention.
- **Strategy II.1.23:** Develop intervention programs as necessary.
- **Strategy II.1.24:** Increase resources for academic advising.
- **Strategy II.1.25:** Increase student engagement and involvement in campus life programs and student organizations.
- **Strategy II.1.26:** Practice active teaching and learning by increasing student-faculty engagement.

Objective II.2:

To increase the **6-Year Same Institution Graduation Rate (150% of normal time to completion)** by 10% from baseline 21% in AY 2016-17 (Fall 2011 cohort) to 31% in AY 2024-25 (Fall 2019 cohort).

- **Key Performance Indicator:** 6-Year Graduation Rate (150% of normal time to completion)

- **Strategy II.2.1:** Implement *Degree Me Now: 15 to Finish in 4 Campaign*. This initiative encourages first and second year students to successfully enroll and complete 15 credit hours each semester; thereby increasing retention and graduation rates.
- **Strategy II.2.2:** Implement *Franklin Covey: 7 Habits of Highly Effective College Students*. This will serve as a redesign for the First Year Experience course(s). This addition to FYE & SYE will help to avoid the "sophomore year slump" and fuel the "momentum year" by providing students with timeless principles and practical skills to thrive and succeed.
- **Strategy II.2.3:** Explore the use of course planning tools such as *Degree Works* to assist students with on-time completion.
- **Strategy II.2.4:** Incorporate initial career developmental with the First-Year Experience program.
- **Strategy II.2.5:** Align academic support programs with gateway courses such as mathematics.
- **Strategy II.2.6:** 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 II.2.7:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.
- **Strategy II.2.8:** Align academic support programs with gateway courses such as mathematics.
- **Strategy II.2.9:** Match employers with students majoring in 4 and 5 star programs that lead to 4 and 5 star jobs as reflected in the state's outcomes-based funding formula.
- **Strategy II.2.10:** Develop an *Early-Alert-System*, such as *GradesFirst*, to identify students at risk of dropping courses for academic and non-academic reasons.

Objective II.3:

To increase the **3-Year Same Institution Graduation Rate (150% of normal time to completion)** by 6.7% from baseline 1.3% in AY 2016-17 (Fall 2014 cohort) to 8% in AY 2024-25 (Fall 2022 cohort).

○ **Key Performance Indicator:** 3-Year Graduation Rate (150% of normal time to completion)

- **Strategy II.3.1:** Implement *Degree Me Now: 15 to Finish in 4 Campaign*. This initiative encourages first and second year students to successfully enroll and complete 15 credit hours each semester; thereby increasing retention and graduation rates.
- **Strategy II.3.2:** Implement *Franklin Covey: 7 Habits of Highly Effective College Students*. This will serve as a redesign for the First Year Experience course(s). This addition to FYE & SYE will help to avoid the "sophomore year slump" and fuel the "momentum year" by providing students with timeless principles and practical skills to thrive and succeed.
- **Strategy II.3.3:** Explore the use of course planning tools such as *Degree Works* to assist students with on-time completion.
- **Strategy II.3.4:** Incorporate initial career developmental with the First-Year Experience program.
- **Strategy II.3.5:** Align academic support programs with gateway courses such as mathematics.
- **Strategy II.3.6:** 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 II.3.7:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.
- **Strategy II.3.8:** Align academic support programs with gateway courses such as mathematics.
- **Strategy II.3.9:** Match employers with students majoring in 4 and 5 star programs that lead to 4 and 5 star jobs as reflected in the state's outcomes-based funding formula.
- **Strategy II.3.10:** Develop an *Early-Alert-System*, such as *GradesFirst*, to identify students at risk of dropping courses for academic and non-academic reasons.

Objective II.4:

To increase the ***total number of Credentials awarded (Completers)*** by 13% from baseline 2,056 awards in AY 2016-17 to 2,328 awards in AY 2024-25.

- **Key Performance Indicator:** Total number of Awards (Completers)

- **Strategy II.4.1:** Explore the use of course planning tools such as *Degree Works* to assist students with on-time completion.
- **Strategy II.4.2:** Implement *Degree Me Now: 15 to Finish in 4 Campaign*. This initiative encourages first and second year students to successfully enroll and complete 15 credit hours each semester; thereby increasing retention and graduation rates.
- **Strategy II.4.3:** Implement *Franklin Covey: 7 Habits of Highly Effective College Students*. This will serve as a redesign for the First Year Experience course(s). This addition to FYE & SYE will help to avoid the "sophomore year slump" and fuel the "momentum year" by providing students with timeless principles and practical skills to thrive and succeed.
- **Strategy II.4.4:** Align academic support programs with gateway courses such as mathematics.
- **Strategy II.4.5:** Implement structured schedules to accommodate adult learners and working students in maintaining a healthy balance between work, life and school, thereby enabling more students to attend college full-time and shorten their time to completion.
- **Strategy II.4.6:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.
- **Strategy II.4.7:** Offer more courses and academic programs through evening and weekend programs.
- **Strategy II.4.8:** Promote online/distance education as a viable option to deliver professional, graduate and undergraduate education for the convenience of adult learners.

Objective II.5:

To increase the ***total number of Baccalaureate degrees awarded*** by 9% from baseline 1,059 awards in AY 2016-17 to 1,150 awards in AY 2024-25.

- **Key Performance Indicator:** Total of number of Baccalaureate degrees awarded

- **Strategy II.5.1:** Explore the use of course planning tools such as *Degree Works* to assist students with on-time completion.
- **Strategy II.5.2:** Implement *Degree Me Now: 15 to Finish in 4 Campaign*. This initiative encourages first and second year students to successfully enroll and complete 15 credit hours each semester; thereby increasing retention and graduation rates.
- **Strategy II.5.3:** Implement *Franklin Covey: 7 Habits of Highly Effective College Students*. This will serve as a redesign for the First Year Experience course(s). This addition to FYE & SYE will help to avoid the "sophomore year slump" and fuel the "momentum year" by providing students with timeless principles and practical skills to thrive and succeed.
- **Strategy II.5.4:** Align academic support programs with gateway courses such as mathematics.
- **Strategy II.5.5:** Implement structured schedules to accommodate adult learners and working students in maintaining a healthy balance between work, life and school, thereby enabling more students to attend college full-time and shorten their time to completion.
- **Strategy II.5.6:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.
- **Strategy II.5.7:** Offer more courses and academic programs through evening and weekend programs.
- **Strategy II.5.8:** Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Objective II.6:

To increase the ***total number of Master's degrees awarded*** by 13% from baseline 485 awards in AY 2016-17 to 550 awards in AY 2024-25.

- **Key Performance Indicator:** Total of number of Master's degrees awarded

- **Strategy II.6.1:** Offer more courses and academic programs through evening and weekend programs.
- **Strategy II.6.2:** Offer more graduate assistantships, scholarships, and fellowships.
- **Strategy II.6.3:** Promote online/distance education as a viable option to deliver graduate education for the convenience of adult learners.
- **Strategy II.6.4:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.

Objective II.7:

To increase the ***total number of Doctoral degrees awarded*** by 44% from baseline 16 awards in AY 2016-17 to 23 awards in AY 2024-25.

- **Key Performance Indicator:** Total of number of Doctoral degrees awarded

- **Strategy II.7.1:** Offer more courses and academic programs through evening and weekend programs.
- **Strategy II.7.2:** Offer more graduate assistantships, scholarships, and fellowships.
- **Strategy II.7.3:** Promote online/distance education as a viable option to deliver graduate education for the convenience of adult learners.
- **Strategy II.7.4:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.
- **Strategy II.7.5:** Explore the possibility for SUBR to move up to the Carnegie Doctoral Level classification option.
- **Strategy II.7.6:** Explore the possibility for SUBR to move up to the SREB 4 Year 2 classification.

Objective II.8:

To increase the ***total number of Professional degrees awarded*** by 13% from baseline 163 awards in AY 2016-17 to 185 awards in AY 2024-25.

- **Key Performance Indicator:** Total of number of Professional degrees awarded

- **Strategy II.8.1:** Offer more courses and academic programs through evening and weekend programs.
- **Strategy II.8.2:** Offer more graduate assistantships, scholarships, and fellowships.
- **Strategy II.8.3:** Promote online/distance education as a viable option to deliver professional education for the convenience of adult learners.
- **Strategy II.8.4:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.

Objective II.9:

To increase the ***total number of Diplomas awarded*** by 186% from baseline 7 awards in AY 2016-17 to 20 awards in AY 2024-25.

- **Key Performance Indicator:** Total of number of Diplomas awarded

- **Strategy II.9.1:** Offer more courses and academic programs (4 and 5 Star) through evening and weekend programs.
- **Strategy II.9.2:** Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

- **Strategy II.9.3:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.

Objective II.10:

To increase the ***total number of Certificates awarded*** by 59% from baseline 63 awards in AY 2016-17 to 100 awards in AY 2024-25.

- **Key Performance Indicator:** Total of number of Certificates awarded

- **Strategy II.10.1:** Offer more courses and academic programs (4 and 5 Star) through evening and weekend programs.
- **Strategy II.10.2:** Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.
- **Strategy II.10.3:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.

Objective II.11:

To increase the ***total number of Associate degrees awarded*** by 14% from baseline 263 awards in AY 2016-17 to 300 awards in AY 2024-25.

- **Key Performance Indicator:** Total of number of Associate degrees awarded

- **Strategy II.11.1:** Offer more courses and academic programs (4 and 5 Star) through evening and weekend programs.
- **Strategy II.11.2:** Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.
- **Strategy II.11.3:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.

Objective II.12:

To increase SUBR's ***National Council Licensure Examination (NCLEX) Passage Rate for Baccalaureate Degree*** Programs by 4% from baseline 88% in CY 2017 to 92% in CY 2025.

- **Key Performance Indicator:** National Council Licensure Examination (NCLEX) Passage Rate for Baccalaureate Degree Programs

- **Strategy II.12.1:** Encourage the use of a predictor examination as tool for student preparation.
- **Strategy II.12.2:** Assist students to complete tutorial and test-prep programs as needed.
- **Strategy II.12.3:** Provide academic support services to include, advising, test-taking, critical thinking, and practice with computer testing.

Objective II.13:

To increase SUSLA's ***National Council Licensure Examination (NCLEX) Passage Rate for Associate Degree*** Programs by 16% from baseline 73% in CY 2017 to 89% in CY 2025.

- **Key Performance Indicator:** National Council Licensure Examination (NCLEX) Passage Rate for Associate Degree Programs

- **Strategy II.13.1:** Encourage the use of a predictor examination as tool for student preparation.
- **Strategy II.13.2:** Assist students to complete tutorial and test-prep programs as needed.
- **Strategy II.13.3:** Provide academic support services to include, advising, test-taking, critical thinking, and practice with computer testing.

Objective II.14:

To maintain 100% *passage rate on the PRAXIS Examination* (American Teacher Certification Examination).

- **Key Performance Indicator:** PRAXIS Examination Passage Rate

- **Strategy II.14.1:** Encourage the use of a predictor examination as tool for student preparation.
- **Strategy II.14.2:** Assist students to complete tutorial and test-prep programs as needed.
- **Strategy II.14.3:** Provide academic support services to include, advising, test-taking, critical thinking, and practice with computer testing.

Objective II.15:

To increase the *Louisiana Bar Association Passage Rate for First-Time Test Takers* by 8 points from baseline 58% in 2017 to 66% in 2025.

- **Key Performance Indicator:** Louisiana Bar Association Passage Rate

- **Strategy II.15.1:** Encourage the use of a predictor examination as tool for student preparation.
- **Strategy II.15.2:** Assist students to complete tutorial and test-prep programs as needed.
- **Strategy II.15.3:** Provide academic support services to include, advising, test-taking, critical thinking, and practice with computer testing.

Objective II.16:

To increase the *Ultimate Bar Pass Rate* by 7 points, pursuant to the proposed ABA Standard 316, from a baseline rate of 76.76% for 2017 (2015 cohort) to 83.76% for 2025 (2023 cohort).

- **Key Performance Indicator:** Ultimate Bar Pass Rate

- **Strategy II.16.1:** Encourage the use of a predictor examination as tool for student preparation.
- **Strategy II.16.2:** Assist students to complete tutorial and test-prep programs as needed.
- **Strategy II.16.3:** Provide academic support services to include, advising, test-taking, critical thinking, and practice with computer testing.

Objective II.17:

To increase the *percentage of Law Graduates placed in jobs at 10 months after graduation* by 7% from baseline of 73% in 2017 to 80% in 2025.

- **Key Performance Indicator:** Percentage of Law Graduates placed in jobs at 10 months after graduation

- **Strategy II.17.1:** Expand relationships with potential employers in the legal profession.
- **Strategy II.17.2:** Seek the assistance from successful alumni to open career opportunities for new law graduates.
- **Strategy II.17.3:** Produce top performing graduates who are highly sought by potential employers in the legal profession.

Goal III

Commitment to Institutional Effectiveness and Accountability



Objective III.1:

To maintain *100% Compliance with the Accreditation Standards contained in the Principles of Accreditation by the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)* for the degree granting institutions.

- **Key Performance Indicator:** 100% Compliance with SACS-COC Principles of Accreditation Standards
- **Strategy III.1.1:** Identify an experienced SACSCOC Accreditation Liaison.
- **Strategy III.1.2:** Ensure compliance with the SACSCOC 2018 Principles of Accreditation.
- **Strategy III.1.3:** Develop an institutional effectiveness model designed to promote an evidence-based planning and assessment culture that is focused on continuous improvement and institutional mission.
- **Strategy III.1.4:** Prepare for the SACSCOC offsite review by submitting a Compliance Certification report that addresses all fourteen (14) sections and 73 standards contained in the 2018 Principles of Accreditation.
- **Strategy III.1.5:** Prepare for the SACSCOC onsite review by submitting a quality focused report and Quality Enhancement Plan (QEP).
- **Strategy III.1.6:** Ensure arrangements are in place when hosting the SACSCOC onsite review team.

Objective III.2:

To maintain **100% Compliance with individual Programmatic Accreditation Standards** for educational programs that have an accrediting body.

- **Key Performance Indicator:** 100% Compliance with Programmatic Accreditation Standards for eligible educational programs
- **Strategy III.2.1:** Ensure compliance with the accreditation standards for each program that has an accrediting body.
- **Strategy III.2.2:** Ensure that each program has a clearly defined mission, goals, and objectives that are aligned to the institution's mission, goals and objectives.
- **Strategy III.2.3:** Assess student and program learning outcomes through a comprehensive planning and assessment process.

Objective III.3:

To strengthen the Financial Health Index of each campus by increasing **Current Ratios** over FY 2017 baseline.

- **Key Performance Indicator:** Current Financial Ratios
- **Strategy III.3.1:** Strive to increase the value of current assets.
- **Strategy III.3.2:** Strive to decrease current liabilities.
- **Strategy III.3.3:** Divide current assets by current liabilities to establish the current ratio as a measure of an institution's fiscal health.

Objective III.4:

To strengthen the Financial Health Index of each campus by increasing **Working Capital** over FY 2017 baseline.

- **Key Performance Indicator:** Working Capital Dollar Value
- **Strategy III.4.1:** Strive to increase the value of current assets.
- **Strategy III.4.2:** Strive to decrease current liabilities.
- **Strategy III.4.3:** Subtract current liabilities from current assets to establish the working capital as a measure of an institution's fiscal health.

Objective III.5:

To strengthen the Financial Health Index of each campus by increasing **Unrestricted Net Position** over FY 2017 baseline.

- **Key Performance Indicator:** Unrestricted Net Position Dollar Value
- **Strategy III.5.1:** Strive to increase the value of total current assets.
- **Strategy III.5.2:** Maintain positive unrestricted net assets after adjusting for pensions, compensated absences, and OPEB.

Goal IV

Commitment to Scholarly Research, Discovery, and Entrepreneurship



Objective IV.1:

To increase the ***total number of Grant Proposals submitted*** by 27% from baseline 162 in FY 2017 to 205 in FY 2025.

○ **Key Performance Indicator:** Total number of Grant Proposals submitted

- **Strategy IV.1.1:** Develop and implement a comprehensive plan to build and expand research capacity at each SU campus.
- **Strategy IV.1.2:** Develop support services and infrastructure that fuel a vibrant research culture.
- **Strategy IV.1.3:** Implement the *Indirect Cost Re-Allocation Policy*.
- **Strategy IV.1.4:** Grow and diversify extramural research funding by conducting a series of workshops on grant-writing, entrepreneurship, contracts, etc., for the faculty and staff throughout the year.
- **Strategy IV.1.5:** Develop plans to generate revenue from royalties, expedite the award of patents, execution of licenses and commercial agreements, and provide technical assistance necessary for the creation of new start-up companies through business incubators.
- **Strategy IV.1.6:** Incentivize faculty and staff research productivity by increasing the threshold in the extra-compensation policy from 20 percent to up to 25 percent.
- **Strategy IV.1.7:** Reward faculty and staff researchers for their research productivity by re-distributing a portion of the in-direct cost back to the Principal Investigators (PIs).
- **Strategy IV.1.8:** Develop and implement a comprehensive workforce and economic development solutions plan aimed at responding to the workforce needs of business and industry at the local, regional, and/or state levels.
- **Strategy IV.1.9:** Establish *Centers of Strength*.
- **Strategy IV.1.10:** Create a *Student Work-Study-Internship* program.
- **Strategy IV.1.11:** Align research activities with academic program offerings.

- **Strategy IV.1.12:** Quantify the collective economic value and impact of the Southern University System on the local, regional, and/or the state's economy.
- **Strategy IV.1.13:** Develop and implement plans to encourage scholarship productivity such as the publication of books, peer-reviewed articles, etc.

Objective IV.2:

To increase the ***Dollar Value of Grant Proposals submitted*** by 15% from baseline \$71,671,678 in FY 2017 to \$82,736,350 in FY 2025.

○ **Key Performance Indicator:** Dollar value of Grant Proposals submitted

- **Strategy IV.2.1:** Develop and implement a comprehensive plan to build and expand research capacity at each SU campus.
- **Strategy IV.2.2:** Develop support services and infrastructure that fuel a vibrant research culture.
- **Strategy IV.2.3:** Implement the *Indirect Cost Re-Allocation Policy*.
- **Strategy IV.2.4:** Grow and diversify extramural research funding by conducting a series of workshops on grant-writing, entrepreneurship, contracts, etc., for the faculty and staff throughout the year.
- **Strategy IV.2.5:** Develop plans to generate revenue from royalties, expedite the award of patents, execution of licenses and commercial agreements, and provide technical assistance necessary for the creation of new start-up companies through business incubators.
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- **Strategy IV.2.8:** Develop and implement a comprehensive workforce and economic development solutions plan aimed at responding to the workforce needs of business and industry at the local, regional, and/or state levels.
- **Strategy IV.2.9:** Establish *Centers of Strength*.
- **Strategy IV.2.10:** Create a *Student Work-Study-Internship* program.
- **Strategy IV.2.11:** Align research activities with academic program offerings.
- **Strategy IV.2.12:** Quantify the collective economic value and impact of the Southern University System on the local, regional, and/or the state's economy.
- **Strategy IV.2.13:** Develop and implement plans to encourage scholarship productivity such as the publication of books, peer-reviewed articles, etc.

Objective IV.3:

To increase the ***total number of Grant Proposals awarded*** by 25% from baseline 103 in FY 2017 to 130 in FY 2025.

○ **Key Performance Indicator:** Total number of Grant Proposals awarded

- **Strategy IV.3.1:** Develop and implement a comprehensive plan to build and expand research capacity at each SU campus.
- **Strategy IV.3.2:** Develop support services and infrastructure that fuel a vibrant research culture.
- **Strategy IV.3.3:** Implement the *Indirect Cost Re-Allocation Policy*.
- **Strategy IV.3.4:** Grow and diversify extramural research funding by conducting a series of workshops on grant-writing, entrepreneurship, contracts, etc., for the faculty and staff throughout the year.
- **Strategy IV.3.5:** Develop plans to generate revenue from royalties, expedite the award of patents, execution of licenses and commercial agreements, and provide technical assistance necessary for the creation of new start-up companies through business incubators.

- **Strategy IV.3.6:** Incentivize faculty and staff research productivity by increasing the threshold in the extra-compensation policy from 20 percent to up to 25 percent.
- **Strategy IV.3.7:** Reward faculty and staff researchers for their research productivity by re-distributing a portion of the in-direct cost back to the Principal Investigators (PIs).
- **Strategy IV.3.8:** Develop and implement a comprehensive workforce and economic development solutions plan aimed at responding to the workforce needs of business and industry at the local, regional, and/or state levels.
- **Strategy IV.3.9:** Establish *Centers of Strength*.
- **Strategy IV.3.10:** Create a *Student Work-Study-Internship* program.
- **Strategy IV.3.11:** Align research activities with academic program offerings.
- **Strategy IV.3.12:** Quantify the collective economic value and impact of the Southern University System on the local, regional, and/or the state's economy.
- **Strategy IV.3.13:** Develop and implement plans to encourage scholarship productivity such as the publication of books, peer-reviewed articles, etc.

Objective IV.4:

To increase the ***Dollar Value of Grant Proposals awarded*** by 16% from baseline \$34,399,966 in FY 2017 to \$39,853,581 in FY 2025.

○ **Key Performance Indicator:** Dollar value of Grant Proposals awarded

- **Strategy IV.4.1:** Develop and implement a comprehensive plan to build and expand research capacity at each SU campus.
- **Strategy IV.4.2:** Develop support services and infrastructure that fuel a vibrant research culture.
- **Strategy IV.4.3:** Implement the *Indirect Cost Re-Allocation Policy*.
- **Strategy IV.4.4:** Grow and diversify extramural research funding by conducting a series of workshops on grant-writing, entrepreneurship, contracts, etc., for the faculty and staff throughout the year.
- **Strategy IV.4.5:** Develop plans to generate revenue from royalties, expedite the award of patents, execution of licenses and commercial agreements, and provide technical assistance necessary for the creation of new start-up companies through business incubators.
- **Strategy IV.4.6:** Incentivize faculty and staff research productivity by increasing the threshold in the extra-compensation policy from 20 percent to up to 25 percent.
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- **Strategy IV.4.8:** Develop and implement a comprehensive workforce and economic development solutions plan aimed at responding to the workforce needs of business and industry at the local, regional, and/or state levels.
- **Strategy IV.4.9:** Establish *Centers of Strength*.
- **Strategy IV.4.10:** Create a *Student Work-Study-Internship* program.
- **Strategy IV.4.11:** Align research activities with academic program offerings.
- **Strategy IV.4.12:** Quantify the collective economic value and impact of the Southern University System on the local, regional, and/or the state's economy.
- **Strategy IV.4.13:** Develop and implement plans to encourage scholarship productivity such as the publication of books, peer-reviewed articles, etc.

Objective IV.5:

To establish a ***baseline for Contract Awards*** in FY 2020.

○ **Key Performance Indicator:** Baseline Contract Awards

- **Strategy IV.5.1:** Seek contract opportunities with business and industry and governmental entities (federal, state, local, non-profit, foundations, corporations).

Objective IV.6:

To *increase Contract Awards* over baseline by 5% in FY 2025.

- **Key Performance Indicator:** Annual Contract Awards
- **Strategy IV.6.1:** Seek contract opportunities with business and industry and governmental entities (federal, state, local, non-profit, foundations, corporations).

Objective IV.7:

To establish a *baseline for the number of Patents* secured in FY 2020.

- **Key Performance Indicator:** Baseline number of Patents
- **Strategy IV.7.1:** Collaborate with faculty and staff researchers to apply for patents with the United States Patent and Trademark office.

Objective IV.8:

To *increase the number of Patents* over baseline by 5% in FY 2025.

- **Key Performance Indicator:** Annual number of Patents
- **Strategy IV.8.1:** Collaborate with faculty and staff researchers to apply for patents with the United States Patent and Trademark office.

Goal V

Commitment to Fundraising and Philanthropic Support



Objective V.1:

To increase the **total number of Donors** by 22% from baseline 2,458 in CY 2017 to 3,000 in CY 2025.

- **Key Performance Indicator:** Total number of Donors
- **Strategy V.1.1:** Develop and implement an Annual Giving Campaign.
- **Strategy V.1.2:** Expand the list of donors to include:
 - Corporations / Foundations / Business and Industry
 - Alumni
 - Employees
 - Board members
 - Celebrities/Individuals
- **Strategy V.1.3:** Mobilize and incentivize donors.
- **Strategy V.1.4:** Launch donor recognition programs.

Objective V.2:

To increase the **total number of Gifts** by 9% from baseline 4,117 in CY 2017 to 4,500 in CY 2025.

- **Key Performance Indicator:** Total number of Gifts
- **Strategy V.2.1:** Develop and implement an Annual Giving Campaign.
- **Strategy V.2.2:** Expand the list of gifts to include:
 - Major Gifts
 - Endowments

- Scholarships
- Need-Based Gifts
- Special Gifts
- One-Time Gifts

Objective V.3:

To increase the ***Dollar Value of Gifts Given*** by 12% from baseline \$6,681,052 in CY 2017 to \$7,500,000 in CY 2025.

- **Key Performance Indicator:** Dollar value of Gifts
- **Strategy V.3.1:** Execute strategic investments.
- **Strategy V.3.2:** Facilitate grassroots fundraising.
- **Strategy V.3.3:** Execute sophisticated advertisements.
- **Strategy V.3.4:** Make the “ask” explicit.
- **Strategy V.3.5:** Identify matching gift opportunities.
- **Strategy V.3.6:** Streamline operations to maximize efficiencies.
- **Strategy V.3.7:** Attract appropriate advertisers and convince them that Southern University websites are the spaces where they should purchase advertising space to sell their products.

Goal VI

Commitment to Improve Campus Life through Infrastructural Development



Objective VI.1:

To establish a *baseline student life satisfaction score* in AY 2020 by campus.

- **Key Performance Indicator:** Baseline Student Life Satisfaction Score
- **Strategy VI.1.1:** Develop and deploy a student life satisfaction survey.
- **Strategy VI.1.2:** Secure a *Student Engagement Platform* to assist with the following:
 - Student organization management and registration
 - Managing organizational funding requests
 - Digitizing facility requests/room reservations
- **Strategy VI.1.3:** Create an inclusive program for Commuter Students to include:
 - Centralized meeting spaces
 - Mid-day programming
 - Integration of commuters into student leadership positions
- **Strategy VI.1.4:** Enhance existing social spaces.
 - Develop a Student Union Advisory Committee to support and give voice to student needs.
 - Refresh, refurbish and maximize the utilization of green spaces.
 - Enhance retail operations to include food options of interest to students.
- **Strategy VI.1.5:** Develop a residential education model that enhances programming and living and learning communities.

- **Strategy VI.1.6:** Continue to use innovative social media to give students a voice to create opportunities for them to engage in programs and activities.

Objective VI.2:

To *increase the student life satisfaction score* over AY 2020 baseline by 5% in AY 2025 by campus.

- **Key Performance Indicator:** Annual Student Life Satisfaction Score

- **Strategy VI.2.1:** Deploy a student life satisfaction survey annually.
- **Strategy VI.2.2:** Develop a *Southern University Leadership Speaker Series* designed to expose students to diverse opinions and insights of business leaders, scholars and other notable leaders on a broad scope of societal topics.
- **Strategy VI.2.3:** Enhance the *Student Leadership Development* program that addresses core competencies of leadership to enhance first-year and sophomore students as leaders. Topics may include:
 - Learning and Reasoning
 - Self-Awareness and Personal Development
 - Diversity and Inclusion
 - Organizational Behavior/Group Dynamics
 - Communication and Interpersonal Interaction
 - Civic Engagement
- **Strategy VI.2.4:** Ensure that the Student Life experience is student-centered and focused on the development the “**whole person**” through a transformative learning process.
- **Strategy VI.2.5:** Encourage Student Life units to seek and promote greater collaboration with the academic units in an effort to enhance student learning, facilitate student retention and academic progression by removing barriers that affect student success and completion.
- **Strategy VI.2.6:** Offer programs and services to facilitate a culture of health and safety.
- **Strategy VI.2.7:** Empower students to have a voice/platform regarding larger social issues, thereby ensuring that service and civic engagement are central to programs and activities.
- **Strategy VI.2.8:** Encourage residential programs to create living-learning communities.
- **Strategy VI.2.9:** Develop a Campus Master Plan to include an assessment of student housing, academic buildings including classrooms, research buildings including laboratories, vehicular and pedestrian routing, parking lot needs, recreational improvements, and athletic facilities, designed to enhance campus safety and security and improve student access, success, and completion.

Objective VI.3:

To develop or update *Campus Facilities Master Plans* by FY 2020 by campus.

- **Key Performance Indicator:** Campus Facilities Master Plans

- **Strategy VI.3.1:** Develop or update Campus Facilities Master Plans to include:
 - An assessment of existing structures, student housing, academic buildings including classrooms, research buildings including laboratories
 - An assessment of vehicular and pedestrian routes, parking lot needs, recreational improvements, athletic facilities, and campus utilities designed to ultimately enhance campus safety and security and improve student access, success, and completion.
- **Strategy VI.3.2:** Implement campus beautification projects that include Gateway/Image Enhancement Projects.

Objective VI.4:

To increase the *number of completed Deferred Maintenance Projects* over FY 2020 baseline by 5% in FY 2025 by campus.

- **Key Performance Indicator:** Number of Completed Deferred Maintenance Projects
- **Strategy VI.4.1:** Identify and complete deferred maintenance projects that include:
 - Campus Housing and Related Living and Learning Communities
 - Campus Academic Classrooms as well as the Library and Learning Resources
 - Campus Research Laboratories and Related-Spaces
 - Campus Athletic Facilities, Recreation, Events Facilities, and Student Union
 - Campus Roads, Sidewalks, and Parking Spaces
 - Campus Bridges and Connecting Walkways
 - Campus Utility Distribution Systems, including:
 - Campus Drinking Water Plumbing System; Sanitary Sewer System, including collection lines, manholes and lift-stations; Storm Water System
 - Electrical System & HVAC Demands and Chill Water Distribution System
 - Data/Information Technology/Telecommunications System
 - HVAC, Electrical, Plumbing, Roofing, Windows and Weatherization, Flooring

Objective VI.5:

To establish a *baseline Customer Satisfaction Score for Campus Infrastructure and Safety* in AY 2020 by campus.

- **Key Performance Indicator:** Baseline Infrastructure and Safety Customer Satisfaction Score
- **Strategy VI.5.1:** Develop and deploy an annual customer satisfaction survey.

Objective VI.6:

To *increase Customer Satisfaction Score for Campus Infrastructure and Safety* over baseline by 5% in AY 2025 by campus.

- **Key Performance Indicator:** Annual Infrastructure and Safety Customer Satisfaction Score
- **Strategy VI.6.1:** Deploy an annual customer satisfaction survey.

Goal VII

Commitment to Promote the Southern University Brand through Outreach and Global Engagement



Objective VII.1:

To increase *International Student Enrollment* by 21% from baseline 339 in Fall 2017 to 410 in Fall 2025.

- **Key Performance Indicator:** Total number of International Students enrolled
- **Strategy VII.1.1:** Establish a dynamic and efficient digital marketing plan for recruiting students. Such efforts should include the use of digital advertising, an interactive website, email marketing, social media, blogging, and promotional videos.
- **Strategy VII.1.2:** Expand high-wage, high-demand (4 & 5 Stars) undergraduate academic program offerings to increase enrollment.
- **Strategy VII.1.3:** Expand graduate education opportunities to include new in-demand masters and doctoral programs to increase enrollment.
- **Strategy VII.1.4:** Promote online/distance education as a viable option to deliver graduate and undergraduate education to increase enrollment.
- **Strategy VII.1.5:** Develop and implement a plan for increasing need- and merit-based funding through private funding sources to increase access and ensure Southern University remains affordable to all interested students.
- **Strategy VII.1.6:** Offer more graduate assistantship opportunities to international graduate students.

Objective VII.2:

To increase *Out-of-State Student Enrollment* by 21% from baseline 1,439 in Fall 2017 to 1,735 in Fall 2025.

- **Key Performance Indicator:** Total number of Out-of-State Students enrolled

- **Strategy VII.2.1:** Establish a dynamic and efficient digital marketing plan for recruiting students. Such efforts should include the use of digital advertising, an interactive website, email marketing, social media, blogging, and promotional videos.
- **Strategy VII.2.2:** Expand high-wage, high-demand (4 & 5 Stars) undergraduate academic program offerings to increase enrollment.
- **Strategy VII.2.3:** Expand graduate educational opportunities to include new in-demand masters and doctoral programs to increase enrollment.
- **Strategy VII.2.4:** Promote online/distance education as a viable option to deliver graduate and undergraduate education to increase enrollment.
- **Strategy VII.2.5:** Develop and implement a plan for increasing need- and merit-based funding through private funding sources to increase student access and ensure Southern University remains affordable to all interested students.
- **Strategy VII.2.6:** Offer more graduate assistantship opportunities to out-of-state students.
- **Strategy VII.2.7:** Enlist the support and assistance of the Southern University National Alumni Federation and Alumni Chapters to help recruit and retain out-of-state students to Southern University campuses.

Objective VII.3:

To increase the *total number of Paid Annual-Memberships* by 27% from baseline 1,570 in 2017 to 2,000 in 2025.

- **Key Performance Indicator:** Total number of Paid Alumni Annual Memberships

- **Strategy VII.3.1:** Encourage alumni to pay their annual membership dues.

Objective VII.4:

To increase the *total number of Paid Life-Memberships* by 7% from baseline 2,805 in 2017 to 3,000 in 2025.

- **Key Performance Indicator:** Total number of Paid Alumni Life Memberships

- **Strategy VII.4.1:** Increase the conversion of paid annual members to life members.

Objective VII.5:

To increase the *number of Press Releases* by 58% from 24 in 2017 to 38 by 2025.

- **Key Performance Indicator:** Total number of Press Releases

- **Strategy VII.5.1:** Generate and distribute press releases in a cost-effective manner, especially with earned media
- **Strategy VII.5.2:** Generate campus stories to include academics, student life, athletics, etc.
- **Strategy VII.5.3:** Continue to utilize Meltwater or other media distribution/tracking services. This will allow better pitch news ideas to media around the world, as well as improve the ability to track media mentions in real time.
- **Strategy VII.5.4:** Develop behavioral ads that are displayed to audiences showing interest in SU campuses, degree programs (i.e., nursing, engineering), etc.
- **Strategy VII.5.5:** Adopt native article advertising where space is purchased to include an article written by SU communicators that will appear on designated external websites and blogs.
- **Strategy VII.5.6:** Use traditional advertising that may include:

- Television, radio, newspapers, magazines, billboards
- Mall kiosks / Bus shelters / Airports / Billboards / Bus shelters
- **Strategy VII.5.7:** Write press releases to boost Brand awareness and boost visibility for SUBR.
- **Strategy VII.5.8:** Use web advertising to generate revenue.

Objective VII.6:

To decrease the *average Bounce Rate (Website Traffic)* by 2% from baseline 49.65% in 2017 to 47.65% in 2025.

- **Key Performance Indicator:** Average Website Bounce Rate
- **Strategy VII.6.1:** Consistently update the website with news, features, videos, expert listings, etc.
- **Strategy VII.6.2:** Link all social media profiles to the website.
- **Strategy VII.6.3:** Generate web traffic by adding targeted keywords to the website's articles, product titles, product descriptions and text links.
- **Strategy VII.6.4:** Make sure that websites are user friendly and interactive. First impressions count on the Internet.
- **Strategy VII.6.5:** Make sure that website content is current, informative, and up-to-date.
- **Strategy VII.6.6:** Make institutional websites "sticky," make visitors stick around, by having great product offerings and informative content. Use appealing photographs, add polls or questionnaires, add a blog with a base of useful articles on subjects relevant to SU stakeholders that will maximize clicks and build loyal site visitors at the same time.
- **Strategy VII.6.7:** Perform "search engine optimization" by ensuring that institutional web content is properly optimized for search engines to land in the top page position of major search engines, thereby exposing our information to millions of internet users.
- **Strategy VII.6.8:** Use web analytics tools to track site visitors' habits as they work their way through our web content. Monitoring these patterns will provide a clear picture of what is working on our websites and what is not.

Objective VII.7:

To increase the *total number of Fans/Followers (Social Media Audience Growth)* by 50% from baseline 80,122 in 2017 to 120,000 in 2025.

- **Key Performance Indicator:** Total number of Social Media Fans/Followers
- **Strategy VII.7.1:** Reinforce the Southern University Brand by using social media platforms such as Facebook, Instagram, Twitter and LinkedIn, where the communications staff may:
 - Post dynamic features, news and events, deadline reminders, videos, etc.
 - Engage followers by responding quickly to comments and questions.
 - Continue to utilize analytics for better targeting.
- **Strategy VII.7.2:** Buy sponsored advertising on digital media platforms.
- **Strategy VII.7.3:** Use digital media for Website banner ads on news station sites.
- **Strategy VII.7.4:** Better utilize search engine marketing (SEM).
- **Strategy VII.7.5:** Use streaming Platforms such as Spotify, Pandora, Hulu, etc.
- **Strategy VII.7.6:** Integrate social media into overall marketing and communications strategies.
- **Strategy VII.7.7:** Increase social media mentions to ensure that the Southern University Brand has been shared and talked about online and on social media. For example, review how many times our Facebook post has been shared; how many re-tweets we received for a recent tweet promotion.
- **Strategy VII.7.8:** Use social media to share web content created by university units.
- **Strategy VII.7.9:** Share institutional accomplishments, awards and rankings via social media.

- **Strategy VII.7.10:** Monitor and respond to comments, mentions and shares, when appropriate.
- **Strategy VII.7.11:** Increase likes, fans, followers and subscribers.
- **Strategy VII.7.12:** Use monitoring tools to measure engagement and reach.
- **Strategy VII.7.13:** Link all social media profiles to the websites.
- **Strategy VII.7.14:** Add social media icons to all outgoing emails.
- **Strategy VII.7.15:** Optimize social media accounts using critical keywords that are best aligned to the trigger key words prospective students would utilize during college searches.
- **Strategy VII.7.16:** Use hashtags often to bring more prospective students to our blogs and websites.
- **Strategy VII.7.17:** Share all social media accounts with everyone. This will inform our internal and external constituencies that we have an active presence on Facebook, Twitter, Instagram, Pinterest, and Google Plus etc., in turn, they can share our social media accounts with everyone they know. This is a simple way to get the “word” out.
- **Strategy VII.7.18:** Always publicize up-to-date informative content.
- **Strategy VII.7.19:** Develop effective research tools for engaging and motivating target audiences and to define key social media messages sent.

APPENDIX A

ACCOUNTABILITY SCORECARD

STRATEGIC PLAN: 2018-2025

ACCOUNTABILITY SCORE CARD

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SOUTHERN[®]
UNIVERSITY SYSTEM

BATON ROUGE • NEW ORLEANS • SHREVEPORT