



Act 1465 of 1997

**SOUTHERN UNIVERSITY AND
A&M COLLEGE
STRATEGIC PLAN**

FY 2026-2027 through FY 2030-2031

Revised July 1, 2025

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Southern University and A&M College
FY 2026-2027 through 2030-2031 Strategic Plan

Southern University and A&M College Strategic Plan

Vision Statement: To provide access and opportunity to students and matriculate graduates who are equipped to excel in a 21st century, knowledge-based, global economy.

Mission Statement: The mission of Southern University and A&M College, an historically black, 1890 land grant institution, in Baton Rouge, Louisiana is to provide a student-focused teaching and learning environment that creates global leadership opportunities for a diverse student population where teaching, research, service, scholarly and creative expectations for students and faculty are achieved through the bachelor's, master's, and doctoral programs offered at the institution via different instructional modalities and via public service

Philosophy Statement: The Core Values of Southern University and A&M College are as follows:

Student Centered: Students are the focus of institutional priorities, resource decisions, and planning. As stewards of student needs, we are advocates for student access, success, completion, placement in the workforce and / or in graduate or professional programs.

Academic Excellence: Academic excellence is the provision of the highest quality educational and learning experiences made possible by academically and professionally qualified faculty and staff, opportunities for contextual learning, state-of-the-art facilities, safe and aesthetically pleasing surroundings, and resources necessary to support teaching and learning.

Access: Access fosters the opportunity and possibility for anyone associated with Southern University and A&M College to acquire a quality educational experience at an affordable price.

Integrity: Integrity involves honesty and fairness, consistency in instruction, ethics of scholarship, freedom of inquiry, and open and truthful engagement with the community through effective communication, policies and practices.

Research and Scholarship: Southern University and A&M College serves as an incubator and champion for both basic and applied research as well as entrepreneurial endeavors that produce knowledge of intrinsic and practical value. With an emphasis on partnerships, research and service projects, the university employs emerging technology to prepare students to contribute to the well-being of all communities.

Innovation: Innovation is the creative and deliberate application of teaching, research, scholarship and service for the development of products and services that provide added value to Louisiana and beyond.

Diversity: Differences in views, interpretations and reactions derived from diversity are important. Diversity enriches a learning environment focused on preparing individuals to live and work in a global society.

Community: Southern University and A&M College is a community of faculty staff, students and alumni that share a common identity and purpose that engages with the university's external community through diverse services and programs. Our global community continues to demonstrate unequivocal support of our institutional mission.

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Goals and Objectives:

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

Objective I.1. **Increase the fall headcount enrollment by 6.91% from the baseline level of 7,483 in fall 2024 to 8,000 by fall 2029.**

Link to State Outcome Goals: Youth Education, Better Health, Diversified Economic Growth, and Transparent, Accountable, and Effective Government

Other Link: [Master Plan for Postsecondary Education](#).

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

Strategy I.1.2: Improve outreach programs to recruit more minority students.

Strategy I.1.3: Develop recruitment materials to increase the number of transfer students enrolling at Southern University and A&M College.

Strategy I.1.4: Increase dual enrollment participation with public school districts and develop more cross-enrollment agreements with postsecondary institutions.

Strategy I.1.5: Extend the Southern University and A&M College's inventory of online degree programs (distance learning activities).

Strategy I.1.6: Continue to develop partnerships with high schools to prepare students for postsecondary education.

Strategy I.1.7: Continue to develop partnerships with community colleges to implement 2+2 programs and other articulation transfer agreements.

Strategy I.1.8: Expand the recruitment of non-traditional students – adult learners (25 years and above) to increase enrollment.

Strategy I.1.9: Increase the recruitment of out-of-state students with assistance from the Southern

Strategy I.1.10: Increase the recruitment of international students.

Strategy I.1.11: Increase the re-admission of students who have completed courses but exited prior to completion.

Strategy I.1.12: Increase the recruitment of first-generation students to increase enrollment.

Strategy I.1.13: Establish a dynamic and efficient digital marketing plan for recruiting students, including interactive websites, digital advertising, email marketing, social media, blogging, and promotional videos.

Performance Indicators:

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

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

Outcome: Percent change in the number of students enrolled in fall (full term).

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Objective I.2: Increase the percentage of first-time-in-college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 9.67 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 60.33% to 70.00% by fall 2029 (retention of fall 2028 cohort).

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

Other Link: [Master Plan for Postsecondary Education](#)

Strategy I.2.1: Increase student retention by offering additional first-year support programs to improve student learning.

Strategy I.2.2: Implement effective policies to improve retention and graduation rates.

Strategy I.2.3: Expand on-campus summer enrichment and transition programs.

Strategy I.2.4: Enhance the experience of first-year undergraduates through continuing development of the residential college program and other initiatives.

Strategy I.2.5: Implement an Early-Alert System, such as GradesFirst, to identify students at risk of dropping courses for academic and non-academic reasons.

Strategy I.2.6: Implement Degree Me Now: 15 to Finish in 4 Years 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 I.2.7: Implement FranklinCovey: 7 Habits of Highly Effective College Students. This will serve as a redesign for the First-Year Experience course(s). This addition to FYE and 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 I.2.8: 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 I.2.9: Re-engineer student advising and expand academic and student support services such as mentoring, counseling, and tutoring programs.

Performance Indicators:

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

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

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Objective I.3: Increase the percentage of first-time-in-college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment by 7.08 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 48.92% to 56.00% by fall 2029 (retention of the fall 2027 cohort).

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

Other Link: [Master Plan for Postsecondary Education](#)

Strategy I.3.1: Increase student retention by creating a challenging learning environment for students.

Strategy I.3.2: Implement effective policies to improve retention and graduation rates.

Strategy I.3.3: Continue to assess and address factors involved in student retention rates.

Strategy I.3.4: Enhance the experience of second-year undergraduates through the development of sophomore year programs.

Strategy I.3.5: Implement an Early-Alert System, such as GradesFirst, to identify students at risk of dropping courses for academic and non-academic reasons.

Strategy I.3.6: Implement FranklinCovey: 7 Habits of Highly Effective College Students. This will serve as a redesign for the First-Year Experience course(s). This addition to FYE and 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.

Performance Indicators:

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

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

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Objective I.4: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (fall 2017 cohort for four-year institutions) of 28.78% to 35.00% by 2028-29 (fall 2022 cohort for four-year institutions).

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

Other Link: [Master Plan for Postsecondary Education](#)

Strategy I.4.1: Implement effective policies to improve retention and graduation rates.

Strategy I.4.2: Continue to assess and address factors involved in student retention rates.

Strategy I.4.3: 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 I.4.4: Implement FranklinCovey: 7 Habits of Highly Effective College Students. This will serve as a redesign for the First-Year Experience course(s). This addition to FYE and 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 I.4.5: Explore the use of course planning tools such as Degree Works to assist students with on-time completion.

Strategy I.4.6: Incorporate initial career development with the First-Year Experience program.

Strategy I.4.7: Align academic support programs with gateway courses such as mathematics.

Strategy I.4.8: Implement structured schedules to accommodate adult learners and working students, thereby enabling more students to shorten their time to completion.

Strategy I.4.9: Implement guided pathways with defined plans of study for each semester, thereby ensuring on-time completion.

Strategy I.4.10: 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 I.4.11: Develop an Early-Alert System, such as GradesFirst, to identify students at risk of dropping courses for academic and non-academic reasons.

Performance Indicators:

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

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

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Objective I.5: Increase the total number of baccalaureate degree completers in a given academic year from the baseline year number of 756 in the 2023-24 academic year to 800 in academic year 2028-29. Students may only be counted once per award level.

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

Other Link: [Master Plan for Postsecondary Education](#)

Strategy I.5.1: Implement effective policies to improve retention and graduation rates.

Strategy I.5.2: Continue to assess and address factors involved in student retention rates.

Strategy I.5.3: 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 I.5.4: Implement FranklinCovey: 7 Habits of Highly Effective College Students. This will serve as a redesign for the First-Year Experience course(s). This addition to FYE and 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 I.5.5: Explore the use of course planning tools such as Degree Works to assist students with on-time completion.

Strategy I.5.6: Offer more courses and academic programs through evening and weekend programs.

Strategy I.5.7: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Strategy I.5.8: Align academic support programs with gateway courses such as mathematics.

Strategy I.5.9: Implement structured schedules to accommodate adult learners and working students, thereby enabling more students to attend college full-time and shorten their time to completion.

Strategy I.5.10: Implement guided pathways with defined plans of study for each semester, thereby ensuring on-time completion.

Strategy I.5.11: 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 I.5.12: Develop an Early-Alert System, such as GradesFirst, to identify students at risk of dropping courses for academic and non-academic reasons.

Performance Indicators:

Output: Total number of completers for the baccalaureate level.

Outcome: Percent change in number of completers for baccalaureate level from the baseline year.

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Objective I.6: Increase the total number of graduate degree completers in a given academic year from the baseline year number of 323 in the 2023-24 academic year to 420 in academic year 2028-29. Students may only be counted once per award level.

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

Other Link: [Master Plan for Postsecondary Education](#)

Strategy I.6.1: Enhance graduate student recruitment to ensure that qualified and motivated students are admitted to graduate programs.

Strategy I.6.2: Implement effective policies and procedures to improve admission, retention, and program completion.

Strategy I.6.3: Continue to assess and address factors involved in graduate student retention rates.

Strategy I.6.4: Offer more courses and academic programs through evening and weekend programs.

Strategy I.6.5: Offer more graduate assistantships, scholarships, and fellowships.

Strategy I.6.6: Promote online/distance education as a viable option to deliver graduate education for the convenience of adult learners.

Strategy I.6.7: Implement guided pathways with defined plans of study for each semester, thereby ensuring on-time completion.

Performance Indicators:

Output: Total number of completers for the graduate level.

Outcome: Percent change in the number of completers for graduate level from the baseline year.

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Objective I.7: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1,079 in 2023-24 to 1,220 in academic year 2028-29. Students may only be counted once per award level.

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

Other Link: [Master Plan for Postsecondary Education](#)

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

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

Strategy I.7.3: Implement guided pathways with defined plans of study for each semester, thereby ensuring on-time completion.

Strategy I.7.4: Implement guided pathways with defined plans of study, thereby ensuring on-time completion.

Strategy I.7.5: Implement an Early-Alert System, such as GradesFirst, to identify students at risk of dropping courses for academic and non-academic reasons.

Performance Indicators:

Output: Total number of completers for all award levels.

Outcome: Percent change in number of completers for all award levels from the baseline year.

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Objective I.8: **Increase the unduplicated number of undergraduate (adult 25 plus years) completers in a given academic year from the baseline year number of 226 in 2023-24 to 300 in academic year 2028-29. Students may only be counted once per award level.**

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

Other Link: [Master Plan for Postsecondary Education](#)

Strategy I.8.1: Offer more courses and academic programs (4 and 5 Star) through evening and weekend programs.

Strategy I.8.2: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Strategy I.8.3: Implement structured schedules to accommodate adult learners and working students, thereby enabling more students to attend college full-time and shorten their time to completion.

Strategy I.8.4: Explore the use of course planning tools such as Degree Works to assist students with on-time completion.

Strategy I.8.5: Offer additional academic and student support services such as tutoring and mentoring programs.

Performance Indicators:

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

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

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Objective I.9: Increase the unduplicated number of underrepresented minority completers in a given academic year from the baseline year number of 938 in 2023-24 to 1,155 in academic year 2028-29. Students may only be counted once per award level.

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

Other Link: [Master Plan for Postsecondary Education](#)

- Strategy I.9.1:** Implement effective policies to improve retention and graduation rates.
- Strategy I.9.2:** 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 I.9.3:** Implement FranklinCovey: 7 Habits of Highly Effective College Students. This will serve as a redesign for the First-Year Experience course(s). This addition to FYE and 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 I.9.4:** Explore the use of course planning tools such as Degree Works to assist students with on-time completion.
- Strategy I.9.5:** Offer more courses and academic programs through evening and weekend programs.
- Strategy I.9.6:** Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.
- Strategy I.9.7:** Align academic support programs with gateway courses such as mathematics.
- Strategy I.9.8:** Implement structured schedules to accommodate adult learners and working students, thereby enabling more students to attend college full-time and shorten their time to completion.
- Strategy I.9.9:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on-time completion.
- Strategy I.9.10:** Develop an Early-Alert System, such as GradesFirst, to identify students at risk of dropping courses for academic and non-academic reasons.

Performance Indicators:

Output: Total number of minority completers.

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

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

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

Strategic planning at the Southern University and A&M College is guided by Imagine 20K: 2018:2030, the outcome of a concerted and comprehensive effort that established a roadmap, or “blueprint,” emphasizing a clearly defined vision and achievable goals that reflect our mission, direction, priorities, and core values. 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 plan’s ten shared goals speak strongly of the Southern University and A&M College’s commitment to ensuring a great future for its students. The 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, promoting the Southern University brand through outreach and global engagement, enhancing campus technology, investing in the human capital, and improving customer service. Southern University and A&M College’s progress toward these goals will be measured using an annual accountability scorecard.

II. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

Southern University and A&M College is a comprehensive institution offering four-year, graduate, professional, and doctoral degree programs. The University is part of the only Historically Black Land Grant University System in the United States. The university offers bachelor’s degrees in 33 areas as well as 23 master's and 5 doctoral degrees.

The Baton Rouge campus is located on Scott’s Bluff overlooking the Mississippi River in the northern section of the City of Baton Rouge. The city parish metropolitan area has a population of more than 800,000 and serves as a cultural, political, educational, and industrial center for South Louisiana. The campus encompasses 512 acres, with approximately 60 acres for agricultural instruction, research, and outreach.

Educational opportunities are provided for traditional and non-traditional students, offering scholarly interaction among diverse people. The University is committed to a broad program of research, both basic and applied, and creative work to stimulate the faculty and students in a quest for knowledge and to aid society in resolving its scientific, technological, socioeconomic, and cultural problems.

Southern University renders service to the community through urban and rural programs and makes available educational, cultural, and developmental resources to enhance the quality of life. Adhering to the spirit of its function as a 1890 Land-Grant Institution, the University’s public service programs have assumed a prominent posture throughout the State of Louisiana, nationally, and internationally.

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Southern University views diversity as vital to the health of any educational enterprise. To support this philosophy, the University takes affirmative steps to maintain a multicultural faculty, staff, and student body. This diversity is achieved principally through assertive recruitment efforts and multifaceted international programs.

The University seeks to recruit and maintain a faculty that, through its preparation and scholarly activities, exerts a profound effect on various institutions in the state, region, nation, and world. Beyond their traditional roles, faculty members perform distinguished services that complement and enhance both teaching and research initiatives and provide an additional mechanism for Southern University to serve the community at large.

The University maintains a safe physical environment that is conducive to intellectual growth and development while operating under the highest standards of fiscal and administrative management. This environment is enhanced using the most recent information technology, which offers the university community access to resources from throughout the world.

Southern University and A&M College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern University and A&M College.

III. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

Southern University and A&M College's performance depends on state funding, with increases enhancing quality and decreases impairing its ability to meet, let alone exceed, its goals. Other external factors that could significantly affect the attainment of its goals and objectives are new demands, requirements, and/or changes in federal and state statutes, rules, and regulations; new or changed criteria for accreditation by regional or specialized accrediting agencies; and changes in the rules and regulations of governing boards. In addition, funding is dependent upon economic changes on the local, state, national, and/or international levels. Federal and state appropriations may vary depending on these economic fluctuations and are subject to the special priorities corresponding to legislative initiatives.

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

The following statutory requirements and authorities are applicable to all of the goals below: Louisiana Constitution of 1974, Article VIII, Section 7; The Master Plan for Postsecondary Education, 2011; LA R.S. 17:3216; R.S. 17:3221. "Southern University was established in the City of New Orleans by Act 87 of the 1880 General Assembly for the State of Louisiana. In 1891, Southern University was recognized by the Federal Government as a Land Grant College under the Federal Act of 1890, known as the Second Morrill Act of 1890. Act 17 of the 1892 Louisiana General Assembly formally approved the institution's agricultural and mechanical departments. Legislative Act 118 of 1912 authorized the closing and sale

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of Southern University in New Orleans, and relocation of the University to a new site. On March 9, 1914, Southern University was opened at its current location in Baton Rouge, Louisiana. The Louisiana Constitutional Convention of 1921 authorized the reorganization and expansion of Southern University; and Legislative Act 100 of 1922 provided that the University be reorganized under the control of the State Board of Education. Article 8 (Section 7) of the 1974 Louisiana Constitution authorized a Board of Supervisors for Southern University. Legislative Act 313 of 1975 included Southern University and Agricultural and Mechanical College as an institution in the Southern University System. Master Plan for Public Postsecondary Education, Board of Regents, LA.

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

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

VI. An explanation of how duplication of effort will be avoided when the operations of more than one program are directed at achieving a single goal, objective, or strategy.

For the purposes of Act 1465 of 1997, Southern University and A&M College is a single program. Duplication of effort of more than one program is thus not applicable.

VII. Documentation as to the validity, reliability, and appropriateness of each performance indicator, as well as the method used to verify and validate the performance indicators as relevant measures of each program's performance.

See the Performance Indicator Documentation attached for each performance indicator.

VIII. A description of how each performance indicator is used in management decision making and other agency processes.

See the Performance Indicator Documentation attached for each performance indicator.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University and A&M College

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

Objective I.1:

Increase the fall headcount enrollment by 6.91% from the baseline level of 7,483 in fall 2024 to 8,000 by fall 2029.

Indicator Name:

Number of students enrolled in fall (full term).

Indicator LaPAS PI Code: 13892

Type and Level: Output, Key

Rationale:

Southern University and A&M College is committed to improving the educational attainment of the Louisiana citizenry.

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

SSPS data is gathered twice annually, in the fall and spring. For this indicator, fall data will be used. The indicator will be reported at the end of the fourth quarter. This will allow time for the collection, aggregation, and editing of the data.

Calculation Methodology:

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

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Scope:

This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University and A&M College

Objective I.1:

Increase the fall headcount enrollment by 6.91% from the baseline level of 7,483 in fall 2024 to 8,000 by fall 2029.

Indicator Name:

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

Indicator LaPAS PI Code: 13891

Type & Level: Outcome, Supporting

Rationale:

Southern University and A&M College is committed to improving the educational attainment of the Louisiana citizenry.

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

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

Calculation Methodology:

The Regents SSPS is a unit record system where each enrolled student, regardless of course load, is counted. The change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change.

Scope:

This indicator is for Southern University and A&M College.

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Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University and A&M College

Objective I.1:

Increase the fall headcount enrollment by 6.91% from the baseline level of 7,483 in fall 2024 to 8,000 by fall 2029.

Indicator Name:

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

Indicator LaPAS PI Code: New

Type & Level: Efficiency, Supporting

Rationale:

The Southern University and A&M College is committed to improving the educational attainment, access, and student success of the Louisiana citizenry.

Use:

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

Clarity:

Academic year refers to the fall and spring semesters.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Annual Mandatory Attendance Fees Survey and the Southern University and A&M College's Office of Finance and Administration.

Data Source, Collection and Reporting:

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

Calculation Methodology:

Tuition and fees are calculated per credit hour.

Scope:

This indicator is for Southern University and A&M College.

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Responsible for data collection, analysis, and quality

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

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

No real weaknesses. The reader must understand that this indicator reflects tuition and mandatory fee costs for full-time undergraduate in-state students.

Responsible Person: Southern University and A&M College, Office of Finance and Administration, Ms. Desiree Honore-Thomas, Associate Vice President/Senior Administrative Operations Officer, Email: Desiree.HonoreThomas@sus.edu.

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Program: Southern University and A&M College

Objective I.2:

Increase the percentage of first-time-in-college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 9.67 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 60.33% to 70.00% by fall 2029 (retention of the fall 2028 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: 24607

Type & Level: Output, Key

Rationale:

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

Use:

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

Clarity:

This indicator tracks degree-seeking first-time-in-college students enrolled full-time in credit courses as of the 14th class day of the fall semester.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

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Scope:

This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

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

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

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University and A&M College

Objective I.2:

Increase the percentage of first-time-in-college, full-time, degree-seeking students retained to the second fall at the same institution of initial enrollment by 9.67 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 60.33% to 70.00% by fall 2029 (retention of the fall 2028 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: 24608

Type & Level: Outcome, Supporting

Rationale:

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

Use:

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

Clarity:

This indicator tracks degree-seeking first-time-in-college students enrolled full-time in credit courses as of the 14th class day of the fall semester.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is for Southern University and A&M College.

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Responsible for data collection, analysis, and quality

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

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

No real weaknesses. The reader must understand that this indicator reflects retention at the same institution and does not include students who transfer to other institutions.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Objective I.3:

Increase the percentage of first-time-in-college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment by 7.08 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 48.92% to 56.00% by fall 2029 (retention of the fall 2027 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: 24609

Type & Level: Output, Key

Rationale:

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

Use:

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

Clarity:

This indicator tracks degree-seeking first-time-in-college students enrolled full-time in credit courses as of the 14th class day of the fall semester.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

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Scope:

This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

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

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

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Program: Southern University and A&M College

Objective I.3:

Increase the percentage of first-time-in-college, full-time, degree-seeking students retained to the third fall at the same institution of initial enrollment by 7.08 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 48.92% to 56.00% by fall 2029 (retention of the fall 2027 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: 24610

Type & Level: Outcome, Supporting

Rationale:

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

Use:

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

Clarity:

This indicator tracks degree-seeking first-time-in-college students enrolled full-time in credit courses as of the 14th class day of the fall semester.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Student Profile System (SSPS).

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

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Scope: This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

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

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

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Objective I.4:

Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (fall 2017 cohort for four-year institutions) of 28.78% to 35.00% by 2028-29 (fall 2022 cohort for four-year institutions).

Indicator Name:

The percentage of students enrolled at a four-year institution identified as a first-time, full-time, degree-seeking cohort graduating within 150% of the “normal” time of degree completion from the same institution.

Indicator LaPAS PI Code: 24611

Type & Level: Output, Key

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives. It is important for the further development of the state’s economy that a higher percentage of students who enroll in college earn a degree.

Use:

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

Clarity:

The data is for Southern University and A&M College.

Validity, Reliability and Accuracy:

The student cohort data includes those students who entered a four-year institution six years earlier and reflects how many and what percentage graduated from the same institution.

Data Source, Collection and Reporting:

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

Calculation Methodology:

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Graduation rate is calculated by dividing the number from an entering cohort who earn a baccalaureate degree within six years by the number in the original cohort.

Scope:

This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

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

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

No real weaknesses. The reader must understand that this indicator reflects the baccalaureate graduation rate of all Louisiana public institutions and includes students who transfer to other institutions.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Program: Southern University and A&M College

Objective I.4:

Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (fall 2017 cohort for four-year institutions) of 28.78% to 35.00% by 2028-29 (fall 2022 cohort for four-year institutions).

Indicator Name:

Number of students enrolled at a four-year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of the “normal” time of degree completion from the same institution.

Indicator LaPAS PI Code: 24612

Type & Level: Output, Supporting

Rationale:

The postsecondary education system must be committed not only to recruiting and enrolling students, but also to retaining them in school, thus preparing them for more productive lives. It is important for the further development of the state’s economy that a higher percentage of students who enroll in college earn a degree.

Use:

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

Clarity:

The data is for Southern University and A&M College.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

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Calculation Methodology:

The calculation requires compiling the number of graduates who earn a baccalaureate degree within six years for Southern University and A&M College in the 2016-17 academic year, based on the original 2011 freshman cohort.

Scope:

This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

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

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

No real weaknesses. The reader must understand that this indicator reflects the baccalaureate graduation rate of all Louisiana public institutions and includes students who transfer to other institutions.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Program: Southern University and A&M College

Objective I.5:

Increase the total number of baccalaureate degree completers in a given academic year from the baseline year number of 756 in the 2023-24 academic year to 800 in academic year 2028-29. Students may only be counted once per award level.

Indicator Name:

Total number of completers earning baccalaureate degrees.

Indicator LaPAS PI Code: 24613

Type: Output, Key

Rationale:

The mission of Southern University and A&M College is to produce well-prepared graduates for Louisiana and the nation.

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completers System, which has existed for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

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This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

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

The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Objective I.6:

Increase the total number of graduate degree completers in a given academic year from the baseline year number of 323 in the 2023-24 academic year to 420 in academic year 2028-29. Students may only be counted once per award level.

Indicator Name: Total number of completers earning graduate degrees.

Indicator LaPAS PI Code: 26193

Type: Output, Key

Rationale:

The mission of Southern University and A&M College is to produce well-prepared graduates for Louisiana and the nation.

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completers System, which has existed for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is for Southern University and A&M College.

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Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

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

The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Program: Southern University and A&M College

Objective I.7:

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1,079 in 2023-24 to 1,220 in academic year 2028-29. Students may only be counted once per award level.

Indicator Name:

Total number of completers for all award levels.

Indicator LaPAS PI Code: New

Type: Output, Key

Rationale:

The mission of Southern University and A&M College is to produce well-prepared graduates for Louisiana and the nation.

Use:

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

Clarity:

This indicator focuses on the total number of completers for all award levels. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completers System, which has existed for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique count of the number of completers for all award levels (baccalaureate degrees, post-baccalaureate certificates, master's degrees, post-master's certificates, doctoral degrees, post-doctoral certificates, and graduate certificates) offered at the same institution.

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Scope:

This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

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

The award is recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Objective I.8:

Increase the unduplicated number of undergraduate (adult 25 plus years) completers in a given academic year from the baseline year number of 226 in 2023-24 to 300 in academic year 2028-29. Students may only be counted once per award level.

Indicator Name:

Total number of undergraduate adult completers 25 years plus.

Indicator LaPAS PI Code: 26443

Type: Output, Key

Rationale:

The mission of Southern University and A&M College is to produce well-prepared graduates for Louisiana and the nation.

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completers System, which has existed for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique student count of undergraduate adult completers (25 years plus) at Southern University and A&M College.

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Scope:

This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

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

The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.

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Objective I.9:

Increase the unduplicated number of underrepresented minority completers in a given academic year from the baseline year number of 938 in 2023-24 to 1,155 in academic year 2028-29. Students may only be counted once per award level.

Indicator Name:

Total number of minority completers.

Indicator LaPAS PI Code: 26444

Type: Output, Key

Rationale:

The mission of Southern University and A&M College is to produce well-prepared graduates for Louisiana and the nation.

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Statewide Completers System, which has existed for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique student count of minority completers across award levels at Southern University and A&M College.

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Scope:

This indicator is for Southern University and A&M College.

Responsible for data collection, analysis, and quality

Each institution submits the data electronically to the Board of Regents. Board of Regents staff perform numerous edits and work with the campuses to correct errors.

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

The award must be recognized by the Regents and included in the institution's curriculum inventory.

Responsible Person: Southern University System; Office of Strategic Planning, Policy and Institutional Effectiveness; Dr. Berdikul Qushim, Email: berdikul.qushim@sus.edu.