



Act 1465 of 1997

**SOUTHERN UNIVERSITY SYSTEM
STRATEGIC PLAN**

FY 2026-2027 through FY 2030-2031

Revised July 1, 2025

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Southern University System
FY 2026-2027 through 2030-2031 Strategic Plan

Southern University System Strategic Plan

Vision Statement: The Southern University System strives to achieve global recognition as a premier university system of choice for all students who seek exceptional educational opportunities.

Mission Statement: Through shared governance, leadership, and a diverse system of unique institutions, the mission of the Southern University and A&M College System is to deliver affordable world-class education, a trained workforce, state-of-the-art research, creative scholarship, and transformational public service to the State of Louisiana, the Nation, and the World.

Philosophy Statement: The Core Values of the Southern University System are as follows:

- ***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 strengths 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 promoting 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.

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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 6.44% from the baseline level of 13,698 in fall 2024 to 14,580 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 more high-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 within the Southern University System.

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 System'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 University National Alumni Federation and Alumni Chapters across the country to increase enrollment.

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 to include 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 4.41 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 59.59% to 64.00% 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 & 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 to the second fall at the same institution of initial enrollment.

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

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Objective I.3: Increase the percentage of first-time-in-college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 7.62 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 38.38% to 46.00% 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.3.1: Increase student retention by offering additional first-year support programs to improve student learning.

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

Strategy I.3.3: Expand on-campus summer enrichment and transition programs.

Strategy I.3.4: Enhance the experience of first-year undergraduates through continuing development of the residential college program and other initiatives.

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 Degree Me Now: 15 to Finish in 4 Semesters 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.3.7: 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 & 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.3.8: 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.3.9: 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 to the second fall at the same institution of initial enrollment.

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

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Objective I.4: 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 5.04 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 40.96% to 46.00% 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.4.1: Increase student retention by creating a challenging learning environment for students.

Strategy I.4.2: Implement effective policies to improve retention and graduation rates.

Strategy I.4.3: Continue to assess and address factors involved in student retention rates.

Strategy I.4.4: Enhance the experience of second-year undergraduates through the development of sophomore year programs.

Strategy I.4.5: Implement an Early-Alert System, such as GradesFirst, to identify students at risk of dropping courses for academic and non-academic reasons.

Strategy I.4.6: 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 & 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 to the third fall at the same institution of initial enrollment.

Outcome: The percentage point changes 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.5: 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 26.99% to 32.00% by academic year 2028-29 (fall 2022 cohort for four-year institutions); from baseline rate (fall 2020 cohort for two-year institutions) of 4.35% to 5.00% by academic year 2028-29 (fall 2025 cohort for two-year institutions).

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 & 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:** Incorporate initial career development with the First-Year Experience program.
- Strategy I.5.7:** Align academic support programs with gateway courses such as mathematics.
- Strategy I.5.8:** Implement structured schedules to accommodate adult learners and working students, thereby enabling more students to shorten their time to completion.
- Strategy I.5.9:** Implement guided pathways with defined plans of study for each semester, thereby ensuring on-time completion.
- Strategy I.5.10:** 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.5.11:** 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 4-Year / 2-Year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of “normal” time of degree completion from the institution of initial enrollment.

Outcome: Number of students enrolled at a 4-Year / 2-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.6: **Increase the total number of certificate completers in a given academic year from the baseline year number of 56 in academic year 2023-24 to 95 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: Offer more courses and academic programs (4- and 5-star) through evening and weekend programs.

Strategy I.6.2: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Strategy I.6.3: Implement guided pathways with defined plans of study for each semester, thereby ensuring on-time completion.

Strategy I.6.4: Implement guided pathways with defined plans of study, thereby ensuring on-time completion.

Strategy I.6.5: 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 certificates.

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

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Objective I.7: Increase the total number of associate degree completers in a given academic year from the baseline year number of 213 in academic year 2023-24 to 238 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 study plans for each semester, ensuring on-time completion.

Strategy I.7.4: Implement an Early-Alert System, such as GradesFirst, to identify students at risk of dropping courses for academic and non-academic reasons.

Strategy I.7.5: Implement Degree Me Now: 15 to Finish in 4 Semesters 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.7.6: 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 & 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.7.7: 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.7.8: Re-engineer student advising and expand academic and student support services such as mentoring, counseling, and tutoring programs.

Performance Indicators:

Output: Total number of completers for associate degrees.

Outcome: Percent change in the number of completers for associate degrees from the baseline year.

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Objective I.8: Increase the total number of baccalaureate degree completers in a given academic year from the baseline year number of 951 in academic year 2023-24 to 1,075 in academic year 2028-29. Students may only be counted once per award level.

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

- Strategy I.8.1:** Implement effective policies to improve retention and graduation rates.
Strategy I.8.2: Continue to assess and address factors involved in student retention rates.
Strategy I.8.3: 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.8.4: 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 & 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.8.5: Explore the use of course planning tools such as Degree Works to assist students with on-time completion.
Strategy I.8.6: Offer more courses and academic programs through evening and weekend programs.
Strategy I.8.7: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.
Strategy I.8.8: Align academic support programs with gateway courses such as mathematics.
Strategy I.8.9: 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.8.10: Implement guided pathways with defined study plans for each semester, ensuring on-time completion.
Strategy I.8.11: 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.8.12: 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.9: **Increase the total number of graduate degree completers in a given academic year from the baseline year number of 673 in academic year 2023-24 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.9.1: Enhance graduate student recruitment to ensure that qualified and motivated students are admitted to graduate programs.

Strategy I.9.2: Implement effective policies and procedures to improve admission, retention, and program completion.

Strategy I.9.3: Continue to assess and address factors involved in graduate student retention rates.

Strategy I.9.4: Offer more courses and academic programs through evening and weekend programs.

Strategy I.9.5: Offer more graduate assistantships, scholarships, and fellowships.

Strategy I.9.6: Promote online/distance education as a viable option to deliver graduate education for the convenience of adult learners.

Strategy I.9.7: Implement guided pathways with defined study plans for each semester, 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.10: **Increase the total number of diploma completers in a given academic year from the baseline year number of 9 in academic year 2023-24 to 13 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.10.1: Offer more courses and academic programs (4- and 5-star) through evening and weekend programs.

Strategy I.10.2: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Strategy I.10.3: Implement guided pathways with defined study plans for each semester, ensuring on-time completion.

Strategy I.10.4: Implement guided pathways with defined plans of study, thereby ensuring on-time completion.

Strategy I.10.5: 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 diplomas.

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

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Objective I.11: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1,904 in academic year 2023-24 to 2,210 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.11.1: Offer more courses and academic programs (4- and 5-star) through evening and weekend programs.

Strategy I.11.2: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Strategy I.11.3: Implement guided pathways with defined plans of study for each semester, thereby ensuring on time completion.

Strategy I.11.4: Implement guided pathways with defined plans of study, thereby ensuring on time completion.

Strategy I.11.5: 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.12: **Increase the unduplicated number of undergraduate (adult 25 plus years) completers in a given academic year from the baseline year number of 618 in academic year 2023-24 to 760 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.12.1: Offer more courses and academic programs (4- and 5-star) through evening and weekend programs.

Strategy I.12.2: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Strategy I.12.3: 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.12.4: Explore the use of course planning tools such as Degree Works to assist students with on-time completion.

Strategy I.12.5: 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 number of undergraduate adults 25 years plus completers from the baseline year.

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Objective I.13: Increase the unduplicated number of underrepresented minority completers in a given academic year from the baseline year number of 1,449 in academic year 2023-24 to 1,739 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.13.1: Implement effective policies to improve retention and graduation rates.

Strategy I.13.2: 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.13.3: 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 & 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.13.4: Explore the use of course planning tools such as Degree Works to assist students with on-time completion.

Strategy I.13.5: Offer more courses and academic programs through evening and weekend programs.

Strategy I.13.6: Promote online/distance education as a viable option to deliver undergraduate education for the convenience of adult learners.

Strategy I.13.7: Align academic support programs with gateway courses such as mathematics.

Strategy I.13.8: 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.13.9: Implement guided pathways with defined plans of study for each semester, thereby ensuring on-time completion.

Strategy I.13.10: 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 System is guided by Fulfilling the Promise - A Pathway to Excellence: 2018:2025, the outcome of a concerted and comprehensive effort that established a roadmap, or “blueprint,” emphasizing a clearly defined vision and achievable goals that reflect our mission, direction, priorities, and core values. 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 seven shared goals speak strongly of the Southern University System’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, and promoting the Southern University brand through outreach and global engagement. Southern University System’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:

The Southern University 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 System offer distinct learning environments with each campus 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. The Southern University System’s success in the leveraging of state funds to obtain federal dollars represents a good investment of taxpayers’ money. The Southern University System annually brings in grants and contracts from federal, state, and private sources with expenditures in excess of \$34 million - a significant factor for the Louisiana economy. University Libraries provide services for faculty, students, and staff across the state.

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:

The Southern University System’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

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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 upon 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. 17:1851. The SU System, as an administrative unit was created in 1974 by Article VIII, Section 7 of the Constitution of Louisiana (added by Act 313, as Title 17:1851-1854 of the Louisiana Revised Statutes), which authorized the creation of the Board of Supervisors of Southern University and Agricultural and Mechanical College as a body corporate to supervise and manage the institutions, statewide agricultural programs and other programs administrated through its system. Its powers, duties, responsibilities and related matters are set forth in Title 17: Section 3201, et seq. of Louisiana Revised Statutes. 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 System 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 System 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, the Southern University System is a single program. Duplication of effort of more than one program is thus not applicable.

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

Indicator See Performance Documentation attached for each performance indicator.

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

See Performance Indicator Documentation attached for each performance indicator.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University System (SUS)

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

Objective I.1:

Increase the fall headcount enrollment by 6.44% from the baseline level of 13,698 in fall 2024 to 14,580 by fall 2029.

Indicator Name:

The number of students enrolled in the fall (full term).

Indicator LaPAS PI Code: 7383

Type and Level: Output, Key

Rationale:

Southern University System 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 the aggregate for the Southern University System.

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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Program: Southern University System

Objective I.1:

Increase the fall headcount enrollment by 6.44% from the baseline level of 13,698 in fall 2024 to 14,580 by fall 2029.

Indicator Name:

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

Indicator LaPAS PI Code: 13871

Type & Level: Outcome, Supporting

Rationale:

Southern University System 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 the aggregate for the Southern University System.

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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 System

Objective I.1:

Increase the fall headcount enrollment by 6.44% from the baseline level of 13,698 in fall 2024 to 14,580 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 System 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 System's Office of Finance and Business Affairs.

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 the Southern University System.

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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 System, Finance and Business Affairs, Mr. Flandus McClinton, Vice President, Email: flandus.mcclinton@sus.edu.

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Program: Southern University System

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 4.41 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 59.59% to 64.00% by fall 2029 (retention of fall 2028 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: 24595

Type & Level: Output, Key

Rationale:

The post-secondary 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, as a consequence, 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 the aggregate for the Southern University System.

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 System

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 4.41 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 59.59% to 64.00% by fall 2029 (retention of fall 2028 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: 24596

Type & Level: Outcome, Supporting

Rationale:

The post-secondary 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 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 the aggregate for the Southern University System.

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 System

Objective I.3:

Increase the percentage of first-time-in-college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 7.62 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 38.38% to 46.00% by fall 2029 (retention of fall 2028 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: 24597

Type & Level: Output, Key

Rationale:

The post-secondary 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 collection, aggregation, and editing of the data.

Calculation Methodology:

This number is calculated using the institutional 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 the aggregate for the Southern University System.

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 System

Objective I.3:

Increase the percentage of first-time-in-college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 7.62 percentage points from the fall 2023 cohort (to fall 2024) baseline level of 38.38% to 46.00% by fall 2029 (retention of fall 2028 cohort).

Indicator Name:

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

Indicator LaPAS PI Code: 24598

Type & Level: Outcome, Supporting

Rationale:

The post-secondary 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, as a consequence, 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 fall 2021 baseline year retention rate.

Scope:

This indicator is the aggregate for the Southern University System.

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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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Program: Southern University System

Objective I.4:

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 5.04 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 40.96% to 46.00% 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: 24599

Type & Level: Output, Key

Rationale:

The post-secondary 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 each 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 the aggregate for the Southern University System.

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 System

Objective I.4:

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 5.04 percentage points from the fall 2022 cohort (to fall 2024) baseline level of 40.96% to 46.00% by fall 2029 (retention of fall 2027 cohort).

Indicator Name:

The percentage point changes 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: 24600

Type & Level: Outcome, Supporting

Rationale:

The post-secondary 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 the aggregate for the Southern University System.

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 System

Objective I.5:

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 26.99% to 32.00% by academic year 2028-29 (fall 2022 cohort for four-year institutions); from baseline rate (fall 2020 cohort for two-year institutions) of 4.35% to 5.00% by AY 2028-29 (fall 2025 cohort for two-year institutions).

Indicator Name:

Percentage of students enrolled at a 4-Year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of “normal” time of degree completion from the same institution.

Indicator LaPAS PI Code: 24601

Type & Level: Output, Key

Rationale:

The post-secondary 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 System’s graduation rate aggregates the data for SUBR and SUNO, both 4-year institutions.

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.

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Calculation Methodology:

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 the aggregate for the Southern University System.

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 System

Objective I.5:

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 26.99% to 32.00% by academic year 2028-29 (fall 2022 cohort for four-year institutions); from baseline rate (fall 2020 cohort for two-year institutions) of 4.35% to 5.00% by academic year 2028-29 (fall 2025 cohort for two-year institutions).

Indicator Name:

Number of students enrolled at a 4-Year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of “normal” time of degree completion from the same institution.

Indicator LaPAS PI Code: 24604

Type & Level: Output, Supporting

Rationale:

The post-secondary 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 System aggregates the data for SUBR and SUNO, both 4-year institutions.

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 the addition of the number of graduates who earn a baccalaureate degree within six years for SUBR and SUNO in the 2022-23 Academic Year based on the original 2017 freshman cohort.

Scope:

This indicator is the aggregate for the Southern University System.

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 System

Objective I.5:

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 26.99% to 32.00% by academic year 2028-29 (fall 2022 cohort for four-year institutions); from baseline rate (fall 2020 cohort for two-year institutions) of 4.35% to 5.00% by academic year 2028-29 (fall 2025 cohort for two-year institutions).

Indicator Name:

Percentage of students enrolled at a 2-Year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of “normal” time of degree completion from the same institution.

Indicator LaPAS PI Code: 24602

Type & Level: Output, Key

Rationale:

The post-secondary 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 System’s graduation rate reflects the data for SUSLA, a 2-year institution.

Validity, Reliability and Accuracy:

The student cohort data includes those students who entered a two-year institution three 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.

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Calculation Methodology:

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

Scope:

This indicator reflects the data for SUSLA.

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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Objective I.5:

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 26.99% to 32.00% by academic year 2028-29 (fall 2022 cohort for four-year institutions); from baseline rate (fall 2020 cohort for two-year institutions) of 4.35% to 5.00% by academic year 2028-29 (fall 2025 cohort for two-year institutions).

Indicator Name:

Number of students enrolled at a 2-Year institution identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of “normal” time of degree completion from the same institution.

Indicator LaPAS PI Code: 24603

Type & Level: Output, Supporting

Rationale:

The post-secondary 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 System’s graduation rate reflects the data for SUSLA, a 2-year institution.

Validity, Reliability and Accuracy:

The student cohort data includes those students who entered a two-year institution three 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.

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Calculation Methodology:

The calculation requires the identification of the number of graduates who earn an associate degree within three years for SUSLA in 2022-23 Academic Year based on the original 2020 freshman cohort.

Scope:

This indicator reflects the data for SUSLA.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: 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 certificate completers in a given academic year from the baseline year number of 56 in 2023-24 to 95 in academic year 2028-29.

Indicator Name:

Total number of completers earning certificates.

Indicator LaPAS PI Code: 24605

Type: Output, Key

Rationale:

The mission of SUS 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 certificates. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique count of completers earning certificates offered at the same institution.

Scope:

This indicator for the Southern University System is compiled from SUSLA data.

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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 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.7:

Increase the total number of associate degree completers in a given academic year from the baseline year number of 213 in academic year 2023-24 to 238 in academic year 2028-29.

Indicator Name:

Total number of completers earning associate degrees.

Indicator LaPAS PI Code: 26190

Type: Output, Key

Rationale:

The mission of SUS 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 associate degrees. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique count of completers earning associate degrees offered at the same institution.

Scope:

This indicator for the Southern University System is compiled from SUSLA data.

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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 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 total number of baccalaureate degree completers in a given academic year from the baseline year number of 951 in academic year 2023-24 to 1,075 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: 26191

Type: Output, Key

Rationale:

The mission of SUS 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. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is the aggregate for the Southern University System.

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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.

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Objective I.9:

Increase the total number of graduate degree completers in a given academic year from the baseline year number of 673 in academic year 2023-24 to 800 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: 26192

Type: Output, Key

Rationale:

The mission of SUS 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. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique count of completers earning master's, doctoral, and professional degrees offered at the SUBR, SUNO, and SULC.

Scope:

This indicator is the aggregate for the Southern University System.

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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.

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Objective I.10:

Increase the total number of diploma completers in a given academic year from the baseline year number of 9 in academic year 2023-24 to 13 in academic year 2028-29.

Indicator Name:

Total number of completers earning diplomas.

Indicator LaPAS PI Code: New

Type: Output, Key

Rationale:

The mission of SUS 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 diplomas. Students may only be counted once per institution per award level within a fiscal year.

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique count of completers earning diplomas offered at the same institution.

Scope:

This indicator for the Southern University System is compiled from SUSLA data.

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

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Objective I.11:

Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 1,904 in academic year 2023-24 to 2,210 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 SUS 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. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

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Scope:

This indicator is the aggregate for the Southern University System.

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.

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Objective I.12:

Increase the unduplicated number of undergraduate (adult 25 plus years) completers in a given academic year from the baseline year number of 618 in academic year 2023-24 to 760 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: 26431

Type: Output, Key

Rationale:

The mission of SUS 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. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique student count of undergraduate adult completers (25 years plus) across the institutions within the Southern University System that offer undergraduate credentials.

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Scope:

This indicator is the aggregate for the Southern University System.

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.

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Objective I.13:

Increase the unduplicated number of underrepresented minority completers in a given academic year from the baseline year number of 1,449 in 2023-24 to 1,739 in academic year 2028-29.

Indicator Name:

Total number of minority completers.

Indicator LaPAS PI Code: 26432

Type: Output, Key

Rationale:

The mission of SUS 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. This system has been in existence for over 25 years.

Data Source, Collection and Reporting:

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

Calculation Methodology:

This indicator is a unique student count of minority completers across award levels and the institutions within the Southern University System.

Scope:

This indicator is the aggregate for the Southern University System.

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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.

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