



Act 1465 of 1997

**SOUTHERN UNIVERSITY AT
SHREVEPORT LOUISIANA**

STRATEGIC PLAN

FY 2026-2027 through FY 2030-2031

Revised July 1, 2025

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

Southern University at Shreveport Louisiana Strategic Plan

Vision Statement: Southern University at Shreveport, Louisiana's (SUSLA) vision is to become the "College of Choice" in Northwest Louisiana by implementing and supporting viable academic programs with qualified faculty and staff, and quality customer service.

Mission Statement: Southern University at Shreveport, Louisiana (SUSLA), a unit of the Southern University and A&M College System, a historically black comprehensive community college serving Northwest Louisiana and beyond, is committed to teaching and preparing traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning and self-improvement. This preparation is available through multiple delivery methods and instructional sites for students seeking certificates, technical diplomas and associate degrees.

Philosophy Statement: The University community believes that it has an obligation to meet the academic, cultural, and social needs of those served by the institution. The University, as an agent of change, values and promotes excellence and encourages dedication among community members. To provide students with an opportunity to achieve a level of higher learning, the institution must utilize traditional and innovative educational methods of instruction and technology. The University is governed by principles and interrelated themes that define commitment to excellence in education. The University affirmation of dedication is shaped by the following core values, excellence, integrity, accountability, and service. Further, the University believes there is a need to produce well-rounded individuals to assume leadership roles for the community-at-large.

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Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1. Increase the fall headcount enrollment at Southern University at Shreveport by 9.45% from the baseline level of 2,951 in fall 2024 to 3,230 by fall 2029.

Louisiana Vision 2020 Links: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Louisiana Vision 2020 Links: Objective 1.2 - To improve the reading and math skills of every student by high school graduation.

Louisiana Vision 2020 Links: Objective 1.8 - To have a competitive, well-trained system of post-secondary education whose institutions have economic development as a component of their core mission.

Louisiana Vision 2020 Links: Objective 1.10 - To build a workforce with the education and skills necessary to meet the needs of business in a knowledge-based economy through flexible and responsive programs.

Strategy I.1.1: Re-design the campus-wide recruitment plan.

Strategy I.1.2: Promote and increase delivery of distance learning courses and program offerings.

Strategy I.1.3: Expand scholarship offerings.

Strategy I.1.4: Enhance student life activities Increase dual enrollment participation with public school.

Strategy I.1.5: Promote transfers between SUSLA and other campuses within the state.

Strategy I.1.6: Ensure access to programs and services to citizens with disabilities.

Strategy I.1.7: Promote dual and cross enrollment agreements with public school districts and post-secondary institutions.

Strategy I.1.8: Improve one and two-year services at SUSLA by expanding academic programs, establishing new academic programs and student housing.

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, 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).

Louisiana Vision 2020 Links: Objective 1.4 - To have student retention rates approaching 100 percent for Pre-K-12 and postsecondary

Strategy I.2.1: Enforce all academic advising, policies, procedures, and standards.

Strategy I.2.2: Evaluate and revise programs designed to ensure proficiency attainment in math, science, and English.

Strategy I.2.3: Establish a program to minimize academic stop-outs. [Academic Stop-outs are students who may sit out one or more semesters prior to completing degree.]

Strategy I.2.4: Involve all university academic support activities to increase student retention.

Strategy I.2.5: Periodically monitor progress through external assessments and external student satisfaction surveys.

Performance Indicators:

Output: Number of first-time, full-time entering freshmen at SUSLA retained to the second year in public post-secondary education system.

Outcome: Percentage change in the percentage (retention rate) of first-time, full-time degree-seeking freshmen at SUSLA retained to the second year in public postsecondary education system.

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Objective I.3: **Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (fall 2020 cohort) of 4.35% to 5.00% by 2028-29 (fall 2025 cohort).**

Louisiana Vision 2020 Links: Objective 1.4 – To have student retention rates approaching 100 percent for Pre-K 12 and postsecondary education.

Louisiana Vision 2020 Links: Objective 1.5 – To raise minority achievement levels, closing the gap between minorities and whites at all levels of education.

Louisiana Vision 2020 Links: Objective 1.6.3 –Increased percentage of Louisiana residents who have graduated from a public post-secondary Institution.

Strategy I.3.1: Maintain an open enrollment policy to increase enrollment of first-time, full-time degree-seeking students at SUSLA and to continually expand academic programs.

Strategy I.3.2: Develop campus-specific retention assessment systems and establish on-campus housing. Expand academic and training support resource centers. Establish on-campus housing and expand academic programs, including the establishment of new nursing programs.

Strategy I.3.3: Expand efforts to encourage the transfer of dual enrollment students.

Performance Indicators:

Output: Number of first-time, full-time entering freshmen at SUSLA graduating within three (3) years.

Outcome: Percent of first-time, full-time entering freshmen at SUSLA graduating within three (3) years.

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Objective I.4: 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.

Louisiana Vision 2020 Links: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Louisiana Vision 2020 Links: Objective 1.2 - To improve the reading and math skills of every student by high school graduation.

Louisiana Vision 2020 Links: Objective 1.8 - To have a competitive, well-trained system of post-secondary education whose institutions have economic development as a component of their core mission.

Louisiana Vision 2020 Links: Objective 1.10 - To build a workforce with the education and skills necessary to meet the needs of business in a knowledge-based economy through flexible and responsive programs.

Strategy I.4.1: Expand outreach programs to recruit minority students.

Strategy I.4.2: Expand on-campus summer enrichment and transition.

Strategy I.4.3: Increase hiring of minority administrators, faculty, and staff.

Strategy I.4.4: Develop /provide access to ACT preparation courses to increase eligibility for participation in TOPS Program.

Strategy I.4.5: Expand mentoring, tutoring, and related programs.

Performance Indicators:

Output: Total number of completers for Certificates.

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

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Objective I.5: **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.**

Louisiana Vision 2020 Links: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Louisiana Vision 2020 Links: Objective 1.2 - To improve the reading and math skills of every student by high school graduation.

Louisiana Vision 2020 Links: Objective 1.8 - To have a competitive, well-trained system of post-secondary education whose institutions have economic development as a component of their core mission

Louisiana Vision 2020 Links: Objective 1.10 - To build a workforce with the education and skills necessary to meet the needs of business in a knowledge-based economy through flexible and responsive programs.

Strategy I.5.1: Expand outreach programs to recruit minority students.

Strategy I.5.2: Expand on-campus summer enrichment and transition programs.

Strategy I.5.3: Increase hiring of minority administrators, faculty, and staff.

Strategy I.5.4: Develop /provide access to ACT preparation courses to increase eligibility for participation in the TOPS Program.

Strategy I.5.5: Expand mentoring, tutoring, and related programs.

Performance Indicators:

Output: Total number of completers for Associate degrees.

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

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Objective I.6: **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.**

Louisiana Vision 2020 Links: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Louisiana Vision 2020 Links: Objective 1.2 - To improve the reading and math skills of every student by high school graduation.

Louisiana Vision 2020 Links: Objective 1.8 - To have a competitive, well-trained system of post-secondary education whose institutions have economic development as a component of their core mission.

Louisiana Vision 2020 Links: Objective 1.10 - To build a workforce with the education and skills necessary to meet the needs of business in a knowledge-based economy through flexible and responsive programs.

Strategy I.6.1: Expand outreach programs to recruit minority students.

Strategy I.6.2: Expand on-campus summer enrichment and transition programs.

Strategy I.6.3: Increase hiring of minority administrators, faculty, and staff.

Strategy I.6.4: Develop /provide access to ACT preparation courses to increase eligibility for participation in the TOPS Program.

Strategy I.6.5: Expand mentoring, tutoring, and related programs.

Performance Indicators:

Output: Total number of completers for technical diploma degrees.

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

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Objective I.7: **Increase the unduplicated number of undergraduate (adult 25 plus years) completers in a given academic year from the baseline year number of 152 in 2023-24 to 190 in academic year 2028-29. Students may only be counted once per award level.**

Louisiana Vision 2020 Links: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Louisiana Vision 2020 Links: Objective 1.2 - To improve the reading and math skills of every student by high school graduation.

Louisiana Vision 2020 Links: Objective 1.8 - To have a competitive, well-trained system of post-secondary education whose institutions have economic development as a component of their core mission.

Louisiana Vision 2020 Links: Objective 1.10 - To build a workforce with the education and skills necessary to meet the needs of business in a knowledge-based economy through flexible and responsive programs.

Strategy I.7.1: Expand outreach programs to recruit minority students.

Strategy I.7.2: Expand on-campus summer enrichment and transition programs.

Strategy I.7.3: Increase hiring of minority administrators, faculty, and staff.

Strategy I.7.4: Develop /provide access to ACT preparation courses to increase eligibility for participation in the TOPS Program.

Strategy I.7.5: Expand mentoring, tutoring, and related programs.

Performance Indicators:

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

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

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Objective I.8: Increase the unduplicated number of underrepresented minority (all races other than white, Asian, nonresidents & unknown/not reported) completers in a given academic year from the baseline year number of 252 in 2023-24 to 275 in academic year 2028-29. Students may only be counted once per award level.

Louisiana Vision 2020 Links: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Louisiana Vision 2020 Links: Objective 1.2 - To improve the reading and math skills of every student by high school graduation.

Louisiana Vision 2020 Links: Objective 1.8 - To have a competitive, well-trained system of post-secondary education whose institutions have economic development as a component of their core mission.

Louisiana Vision 2020 Links: Objective 1.10 - To build a workforce with the education and skills necessary to meet the needs of business in a knowledge-based economy through flexible and responsive programs.

Strategy I.8.1: Expand outreach programs to recruit minority students.

Strategy I.8.2: Expand on-campus summer enrichment and transition programs.

Strategy I.8.3: Increase hiring of minority administrators, faculty, and staff.

Strategy I.8.4: Develop /provide access to ACT preparation courses to increase eligibility for participation in the TOPS Program.

Strategy I.8.5: Expand mentoring, tutoring, and related programs.

Performance Indicators:

Output: Total number of minority completers.

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

NOTE: For the purpose of this report, minority enrollment is defined as any reported race other than the following: white, Asian, non-resident alien, or unknown.

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

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

Southern University at Shreveport Louisiana (SUSLA), a unit of the southern University Systems with authority to plan and execute post-secondary education, is strategically placed in Region VII of Louisiana to serve the Shreveport-Bossier city and the state at large. The University, through its broad-based programs and open admission policy, includes all citizens of Louisiana who avail themselves of the numerous services provided. The services are provided to students who enroll at the university in the different degree and certificate programs. The university is also engaged in programs to enhance continuing education, job training and workforce development for all citizens to be well educated to participate in a healthy economy. The primary clients and users of the university's programs and services in the final analysis are the Louisiana businesses, industries and citizens who contribute tax revenue to the Louisiana state government.

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

A list of external factors that are beyond the control of SUSLA which could significantly affect the achievement of its goals includes:

1. The Louisiana State Administration: The University's plans hinge on state appropriation through the Board of Regents. At present, the state administration has been supportive of the Board of regent's goals and objectives. However, there is no guarantee that future administration will be supportive of the Regent's plans; that will have direct effect on the plans of SUSLA.
2. The Economy: Post-secondary education funding is not guaranteed in the State of Louisiana. As noted in the previous strategic profile for 2008/09 – 2012/13, financial support for SUSLA academic programs continue to remain precarious. Financing for Louisiana public postsecondary is neither protected by constitutional provision or state law. As a result, adverse conditions occurring in either the national or Louisiana state economies will subsequently affect public appropriations to SUSLA. Such is the case for the strategic profile which encompass fiscal years 2011/12 through 2015/16. Since baseline 2009, SUSLA has witnessed a 20 percent reduction in state financial support resulting from recent declines in the national economy. Although stimulus monies obtained from the federal government through the American Recovery Act provided marginal relief, the state of Louisiana is not expected to continue compensatory supplements beyond expiration in fiscal year 2011/12. As a result, it is projected that institutional service delivery efforts related to student access and persistence will be adversely affected.
3. The Federal Government: A large portion of the programs offered at SUSLA including student financial aid and Title III programs are dependent on federal funds from Washington D.C. through the state of Louisiana. Therefore, a change in policy at the federal level that hampers this flow of revenue, will adversely affect the educational programs at SUSLA.

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

Goal I: The University will increase opportunities for Student Access and Success.

Act 1465 of 1997 requiring each higher institution in the state of Louisiana to develop a Five-Year Strategic Plan with a timeline for frequent revision.

Goal II: The University will ensure equality and accountability.

The University will formulate and make timely revision of the strategic plan to meet the requirements of the Louisiana Board of Regent's (BOR) Master Plan. Academic programs will be reviewed, revised, or reconfigured on a yearly basis to maintain quality. New programs will be developed based on the needs of students, workforce demand and the needs of the community. All new program proposals will be submitted to for approval.

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

Southern University at Shreveport Louisiana is required to develop and make timely revision of the University's Five-Year Strategic Plan. The goals and objectives of this Five-Year Strategic Plan were derived from the BOR revised Master Plan adopted March of 2001. The development of the university plan involved the entire university community including taskforces involving faculty, staff, students and administration. Recommendations from the different taskforce teams were reviewed by the Planning and Priorities Committee and incorporated into the Five-Year Strategic Plan.

IV. Identification of the primary persons who will benefit from or be significantly affected by each objective within the plan.

Primary beneficiaries of the university plan are the students, community citizens and the citizens of Louisiana at large as indicated in the performance indicator documentation for each objective.

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

For the purposes of Act 1465 of 1997, Southern University at Shreveport Louisiana is a single program. Duplication of effort of more than one program is thus not applicable.

VI. 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.

This is described in Performance Indicator Documentation attached for each performance indicator.

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

This is described in 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.

Currently, the Southern University System does not have a specific policy benefiting women and families other than the Equal Opportunity Policy. However, the Southern University System through its campuses offers programs and services that are beneficial to the success and prosperity of women and families.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport Louisiana

I. Goal: **Increase Opportunities for Student Access and Success**

Objective I.1:

Increase the fall headcount enrollment by 9.45% from the baseline level of 2,951 in fall 2024 to 3,230 by fall 2029.

Indicator Name:

Number of students enrolled in fall (full term).

Indicator LaPAS PI Code: 14146

Type and Level: Output, Key

Rationale:

Southern University at Shreveport Louisiana 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 at Shreveport.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport Louisiana

Objective I.1:

Increase the fall headcount enrollment by 9.45% from the baseline level of 2,951 in fall 2024 to 3,230 by fall 2029.

Indicator Name:

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

Indicator LaPAS PI Code: 14145

Type & Level: Outcome, Supporting

Rationale:

Southern University at Shreveport Louisiana is committed to improving the educational attainment of the Louisiana citizenry.

Use:

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

Clarity:

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

Validity, Reliability and Accuracy:

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

Data Source, Collection and Reporting:

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

Calculation Methodology:

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

Scope:

This indicator is for Southern University at Shreveport Louisiana.

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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: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport.

Objective I.1:

Increase the fall headcount enrollment by 9.45% from the baseline level of 2,951 in fall 2024 to 3,230 by fall 2029.

Indicator Name:

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

Indicator LaPAS PI Code: New

Type & Level: Efficiency, Supporting

Rationale:

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

Use:

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

Clarity:

Academic year refers to the fall and spring semesters.

Validity, Reliability and Accuracy:

Data will be retrieved from the Board of Regents' Annual Mandatory Attendance Fees Survey and the Southern University at Shreveport's Office of Finance and Administration.

Data Source, Collection and Reporting:

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

Calculation Methodology:

Tuition and fees are calculated per credit hour.

Scope:

This indicator is for Southern University at Shreveport.

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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: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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Program: Southern University at Shreveport Louisiana

Objective I.2:

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

Indicator LaPAS PI Code: 24630

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 at Shreveport Louisiana.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport Louisiana.

Objective I.2:

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 point change in 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.

Indicator LaPAS PI Code: 24631

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 at Shreveport Louisiana.

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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: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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Program: Southern University at Shreveport Louisiana.

Objective I.3:

Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (fall 2020 cohort) of 4.35% to 5.00 % by 2028-29 (fall 2025 cohort).

Indicator Name:

Percentage of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of the "normal" time of degree completion at any Louisiana public post-secondary institution.

Indicator LaPAS PI Code: 24632

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 at Shreveport.

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 is for Southern University at Shreveport.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport.

Objective I.3:

Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of “normal time”) from the baseline rate (fall 2020 cohort) of 4.35% to 5.00 % by 2028-29 (fall 2025 cohort).

Indicator Name:

Number of students enrolled at a Two-Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of the "normal" time of degree completion.

Indicator LaPAS PI Code: 24633

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 at Shreveport.

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 any public state institution.

Data Source, Collection and Reporting:

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

Calculation Methodology:

It is a straightforward calculation done by dividing the number from a cohort who graduated by the total entering cohort. The resulting percentage is the graduation rate.

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Scope:

This indicator is for Southern University at Shreveport.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

Act 1465 of 1997
Southern University at Shreveport
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport.

Objective I.4:

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. Students may only be counted once per award level.

Indicator Name:

Total number of completers earning Certificates.

Indicator LaPAS PI Code: 24634

Type: Output, Key

Rationale:

The mission of Southern University at Shreveport. 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 student count of completers for the Certificate award level offered at the same institution.

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Scope:

This indicator is for Southern University at Shreveport.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport.

Objective I.5:

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.

Indicator Name:

Total number of completers earning Associate Degrees.

Indicator LaPAS PI Code: 26195

Type: Output, Key

Rationale:

The mission of Southern University at Shreveport. 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 student count of completers for the Associate Degrees award level offered at the same institution.

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Scope:

This indicator is for Southern University at Shreveport.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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Southern University at Shreveport
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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport.

Objective I.6:

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

Indicator Name:

Total number of completers earning Diploma Degrees.

Indicator LaPAS PI Code: New

Type: Output, Key

Rationale:

The mission of Southern University at Shreveport. 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 Diploma 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 Diploma Degrees award level offered at the same institution.

Scope:

This indicator is for Southern University at Shreveport.

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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: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport.

Objective I.7:

Increase the unduplicated number of undergraduate (adult 25 plus years) completers in a given academic year from the baseline year number of 152 in 2023-24 to 190 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: 26447

Type: Output, Key

Rationale:

The mission of Southern University at Shreveport 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) at Southern University at Shreveport.

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Scope:

This indicator is for Southern University at Shreveport.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University at Shreveport.

Objective I.8:

Increase the unduplicated number of underrepresented minority (all races other than white, Asian, nonresidents & unknown/not reported) completers in a given academic year from the baseline year number of 252 in 2023-24 to 275 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: 26449

Type: Output, Key

Rationale:

The mission of Southern University at Shreveport 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 at Southern University at Shreveport.

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Scope:

This indicator is for Southern University at Shreveport.

Responsible for data collection, analysis, and quality

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

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

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

Responsible Person: Ms. Charlotte Ashley, Institutional Research, Office of the Chancellor, Email: cashley@susla.edu.