Southern University and A&M College

STRATEGIC
PLAN

FY 2016-2021

Chancellor Ray Belton, PhD

Approved by SU System Board of Supervisors, April 22, 2016

creating leaders

Southern's Commitment to Excellence

IMPLEMENTING LEADERSHIP

Southern will undertake the implementation of this strategic plan in keeping with the approval of the SU Board of Supervisors. Based on the goals and strategies articulated in this plan, annual action plans will be crafted to implement specific initiatives. These action plans will be implemented by Southern's administration and other responsible offices at various levels of academic, as well as, non-academic units with oversight and accountability.

This implementation will engage and empower faculty, staff, students, and other constituents through Southern's structure of institutional governance. Using this strategic plan as an overall framework, each college, school, and other academic or non-academic unit will develop its own strategic plan demonstrating congruity and consistency with the University's strategic plan. These plans will outline their respective strategies and improve their national and international competitiveness. The plan recognizes the interdependence of various funding sources and the importance of partnership in supporting key initiatives. The plan will account for the University's dependence on both public and private sources of contribution, including fees and tuition, sponsored funding, internal reallocations, private giving, and state funding.

Resource development, annual budget allocations, and reallocations will demonstrate alignment with the priorities of the strategic plan and related initiatives. Comprehensive assessment of progress on the strategic plan, including the specifically defined metrics and benchmarks for peer comparisons, will be conducted every year. This will involve the participation of assessment committees with representation from appropriate University constituencies. This culture of assessment/data-driven decisions will also include annual assessment of funding investments regarding the progress on critical benchmarks and metrics. Based on this assessment and changes in the funding environment, mid-course adjustments may be made to the strategic plan as appropriate.

Annual progress reports will be presented to the Board of Supervisors, and will be made widely available to the campus stakeholders, state/national/international audiences, and the public through forums, a Web site, and reports. Thus, the implementation and progress assessment of the strategic plan will demonstrate transparency and commitment to accountability. Together with the Board of Supervisors and the breadth of Southern 's constituents it serves, the entire Southern community looks forward to building critical resources and implementing this strategic plan to achieve its goals toward a galvanizing vision.

"LEADERSHIP: a process of influence in which a person can enlist the aid and support of others in the accomplishment of a common task. It is the goal of the University to nurture students, faculty and staff to become actively engaged in the betterment of our global society from a position of civic, cultural, economic, or political authority."

ACKNOWLEDGEMENTS

This Strategic Plan was made possible by:

► The dedication and persistance of the following units and individuals:

The Office of Research and Strategic Initiatives The Division of Institutional Research and Assessment
The Chancellor's Office The Division of Research Administration
The Office of Enrollment Management The College of Engineering and Computer Science
The Division of Information Technology

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Cheryl Taylor - School of Nursing	
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Celeste Wilkinson - Sponsored Programs Accounting	

Call to Leadership

1 | Call to Institutional Service This letter from President Ray L. Belton is a roadmap to Southern University's path forward. President Belton has outlined the difficulties faced by the University that are addressed in this plan.

2 | Guiding Principles Envision, Engage, and Enact are built on Southern University's original Land Grant Mission of Service.

3 | Mission, Vision and Core Values The University's Mission and Vision have been revised to better fit the primary objective of this strategic plan. As it has always done in the past, the University's *"Creation of Leaders"* now becomes a focal point in its planning process.

4 | Management/Accountability Provides a brief discussion of how, through a continual process, the Strategic Plan will be implemented and assessed.

5 | Timeline and Milestones The initial plan of action for SU Board adoption of the Strategic Plan. This timeline also includes the process of individual training sessions for updates to college, department, and unit strategic plans to ensure uniformity and adherence to the campus' overall Strategic Plan 2016-2021.

6 | Strategic Priorities Each of the four Strategic Priorities is covered in detail. Priorities include:

1) Enhance the Academic Experience, p. 7; 2) Strengthen Core Values, p. 17; 3) Enable Collaboration Through Community and Global Partnerships, p. 20; and 4) Heighten Institutional Effectiveness, p. 26.

"WORLD GRANT IDEAL: creating a more educated population means a continued and expanded commitment to enrolling and ensuring the success of students from a full range of cultural, ethnic, and socioeconomic backgrounds, particularly those who represent the first generation in their family to attend college.

- From *Embracing the World Grant Ideal: Affirming the Morrill Act for a Twenty-first-century Global Society*, Lou Anna Kimsey Simon, President - Michigan State University

Letter from the President: A Call to Institutional Service

Dear Southern University Community:

Southern University and A&M College was chartered in 1880 by act of the Louisiana Legislature and opened its doors on March 7, 1881 with twelve students. In 1890, the Second Morrill Act of 1890 designated Southern University as a Land grant University by the federal government. As we continue into this 21st century, sustainable growth will be marked by innovation spawned by cooperation among government, business, and educational institutions on an international platform. The general welfare and material well-being of the citizens of Louisiana depend on the State's present actions to develop a strong, entrepreneurial economy, characterized by knowledge, innovation, and speed. Based on four tenets of development (education, research, business practices, and global engagement), the Southern University Strategic Plan will be a catalyst in creating and growing an engagement-based society. Southern University will build upon its historical mission as an 1890 Land grant Institution, international need for global sustainability, and enact the priorities and strategies contained herein.

The challenge ahead is to redefine Southern University as an HBCU of highest caliber in all avenues offered – education, infrastructure, research and global engagement. Southern University intends to excel while creating new, viable fields for inquiry, knowledge gathering, and exploration; **significantly** contributing human resources to the international workforce and adding to the global economy.

The Strategic Plan to Envision, Engage and Enact a Call to Leadership is a living document that will indeed be adapted as the University progresses toward its goal of "creating a more educated population" through a continued and expanded commitment to enrolling and ensuring the success of students from a full range of cultural, ethnic, and socioeconomic backgrounds, particularly those who represent the first generation in their family to attend college. (Simon, 2009) Southern University, while charged in these challenging economic times with producing much from little, strives to provide both for its students and its community. We harken to the age old call of service and resoundingly answer with this unique global vision.

Sincerely,

Ray L. Belton
President-Chancellor

Guiding Principles

The Strategic Plan to Envision, Engage and Enact a Call to Leadership works to achieve excellence in every single facet of the University's operations, with a focus on academic distinction. The Plan's primary objective is to continue in the path of the University's rich history and secure financial support and human equity (our students) to advance the mission of the School well past the 21st Century.

At the center of this plan is the land-grant mission of Southern University and A&M College, as it has been redefined, to serve a unique and diverse population of Louisiana, the nation, and the world through the nurturing, creation and engagement of human resources to support global demands by *Creating Leaders* that are visionaries, engagers, and enactors.

Envision

In order to truly create an atmosphere at Southern University that enables its students to discover career and life pathways by providing them with the necessary skills, resources and experiences needed to successfully achieve their goals. The expectation is that whatever Southern does in education, research and public service is of the highest quality, is transformative, has intellectual merit, and provides a broader, internationalized impact.

Engage

The second guiding principle of this plan should allow for engagement in four unique, but correlated ways. Of utmost importance is student engagement in the learning process – actively involving students. Second is student engagement in the object of study – emphasis is placed on stimulating students' learning through direct experiences in something unknown or experiential learning. Another means of engagement is student engagement in context of the subject of study – the reasoning behind the context and why it works or multidisciplinary learning. And finally, student engagement with the human condition or service learning. Southern University intends to utilize these essential characteristics of an undergraduate education to prepare its students for a life-long career in the twenty-first century.

Enact

It is the University's sole responsibility to ensure that its students succeed in the global market. To enact this measure/degree of success in not only the attitudes and behaviors of its students, but **also** those of its faculty and staff should be influenced to produce positive change. Only through training, and building upon a solid practice while improving education and workplace performance, can Southern begin to enact this goal.

New Synergies

"Southern University and A&M College provides this plan of new synergies aligning the university institutional strategic plan with the requirements of Louisiana Act 1465. The plan contains benchmarks intended to foster recruitment, promote global partnerships; retain and graduate highly competitive students in an effective and efficient manner while responding to educational and industry needs."

Mission Statement

Southern University serves a unique and diverse population of Louisiana, the nation, and the world through the nurturing, creation and the holistic development of its students by Creating Leaders that are entrepreneurs, negotiators, visionaries, collaborators, and lifelong learners ready to meet the needs and contribute to the success of the global workforce.

Vision

Southern University and A&M College will set a standard of excellence and expand its presence across the globe by providing models of excellence in diversity, education, research, workforce solutions and universal engagement by embracing its land grant principle and thereby affecting change in and around the Southern University Community.

Core Values

Innovation - Ensure SU promotes unique pathways to prominence in the global workforce through the development of innovative degree programs and research centers.

Diversity - Ensure SU continues to diversify both its student and faculty populations through active recruitment efforts based on sound data assessment.

Excellence - Ensure SU strives toward excellence in everything it does, from administrative services to infrastructure development.

Accountability - Ensure SU meets the needs of its local, state, national and global stakeholders as well as matches the priorities/mandates of all reporting and accreditation requirements.

Service - Ensure SU provides the necessary services to its constituency to promote the creation of leaders across its infrastructure.

Management

Too often strategic plans are created and ultimately fail because more energy is exerted on strategy design with little time spent devising an effective means of implementation. The 2016 – 2020 Strategic Plan will not only provide a strategy, but also a means of implementation to ensure all of its objectives are addressed. To successfully execute this strategy, it must be the focus of every person – faculty, staff and student at Southern University and A&M College. It will be the responsibility of the SU administration to create, monitor, and reward that focus as it is expressed. In order to provide such leadership required to successfully implement the strategies contained herein, the "Three Cs of Strategy" – Clarify, Communicate, and Cascade -will be utilized.

Clarify the Strategy
The SU Strategic Plan will be presented in a framework that will guide implementation choices and will ultimately determine the direction of the University.

Communicate the Strategy
The SU Strategic Plan will be disseminated at every level of the organization using multiple mediums. Internal Moodle discussion boards/blogs, message boards, podcasts, and departmental meetings will used to communicate what the strategy is and how the work of each of the University's members will be guided by that strategy.

Cascade the Strategy
The SU Strategic Plan will be cascaded throughout the University organization and get to the practical and tactical components of people's jobs every day. Deans, department heads and other managers will be involved in this process so that they can aid in translating the elements of the strategy to their own functional areas.

Accountability

For a strategic plan to be actionable and accountable, it needs to have tactics with measures that are not vague or general but specific and actionable as well as measurable. Building in the concept of accountability at every step in the strategic planning process will help to keep it concrete and not general or vague. The more specific SU can be at every step in the strategic planning process, the better the chances the goals will be achieved.

Once the plan is deployed and operating, the program/academic units should develop tactics they will undertake to help achieve the strategic goals. These units must ensure that the tactics developed are specific, measureable, and actionable. It will be critical in the accountability process to also define *when* these tactics will be achieved.

In order to be properly accountable, the SU Strategic Plan will need to be tracked. Tracking does not have to be difficult or complex. It does needs to be organized, done on a regular schedule, and centralized. Southern University will develop a process to track its strategic goals and associated action items/tactics.

Priority 1: Enhance the Academic Experience

Southern University and A&M College, the flagship of the Southern University System, is strategically placed in Louisiana state government to serve numerous principal clients and users. By providing and implementing a broad-based, multi-level, postsecondary education unit, the University's clients include all the citizens in Louisiana who avail themselves of the numerous services provided by the institution. These services are delivered to students enrolled in the degree programs and the citizens who participate in non-degree activities. Additionally, as an entity that is a part of the higher education system that drives economic development, the University's clients extend beyond students to all citizens who benefit from a healthy economy. As an institution that contributes to workforce and economic development, job training and retraining, Louisiana's businesses and industries are primary clients and users of the University's academic and non-academic services. And, finally, as an institution committed to being accountable for the expenditure of citizens' tax dollars, the primary clients and users of the University's programs are all of the state's citizens who contribute tax revenues to state government.


"Understanding must have impact on assumptions of practice and the affective and motivational dimensions of learning."

Southern University recognizes that much work needs to be done to improve its academic standing. The following charts show a steady decline in enrollment, retention and graduation rates. These issues have been used as justification for the Priority Goals and Objectives on the pages following.

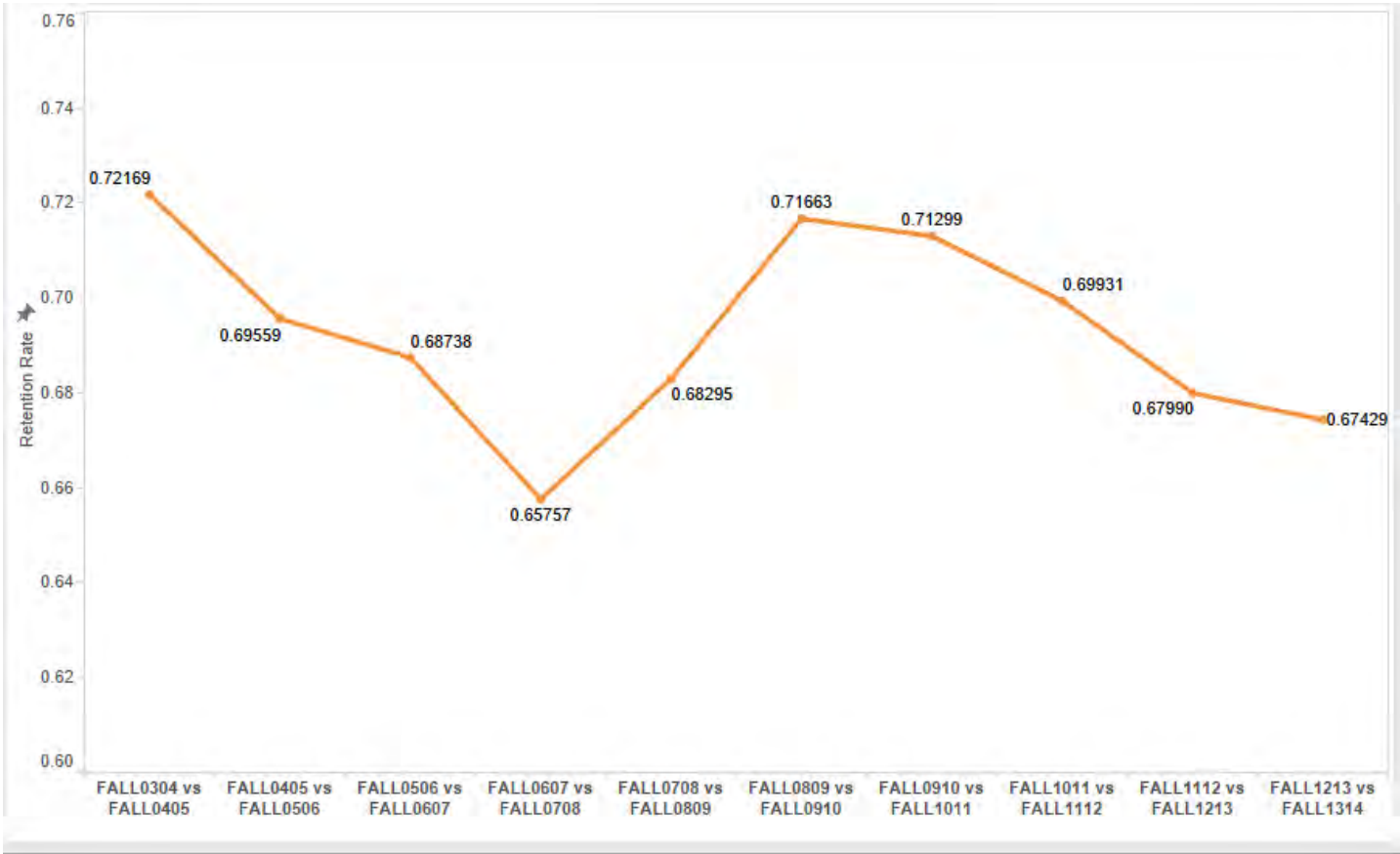## Southern University Enrollment Rates 2009 - 2013
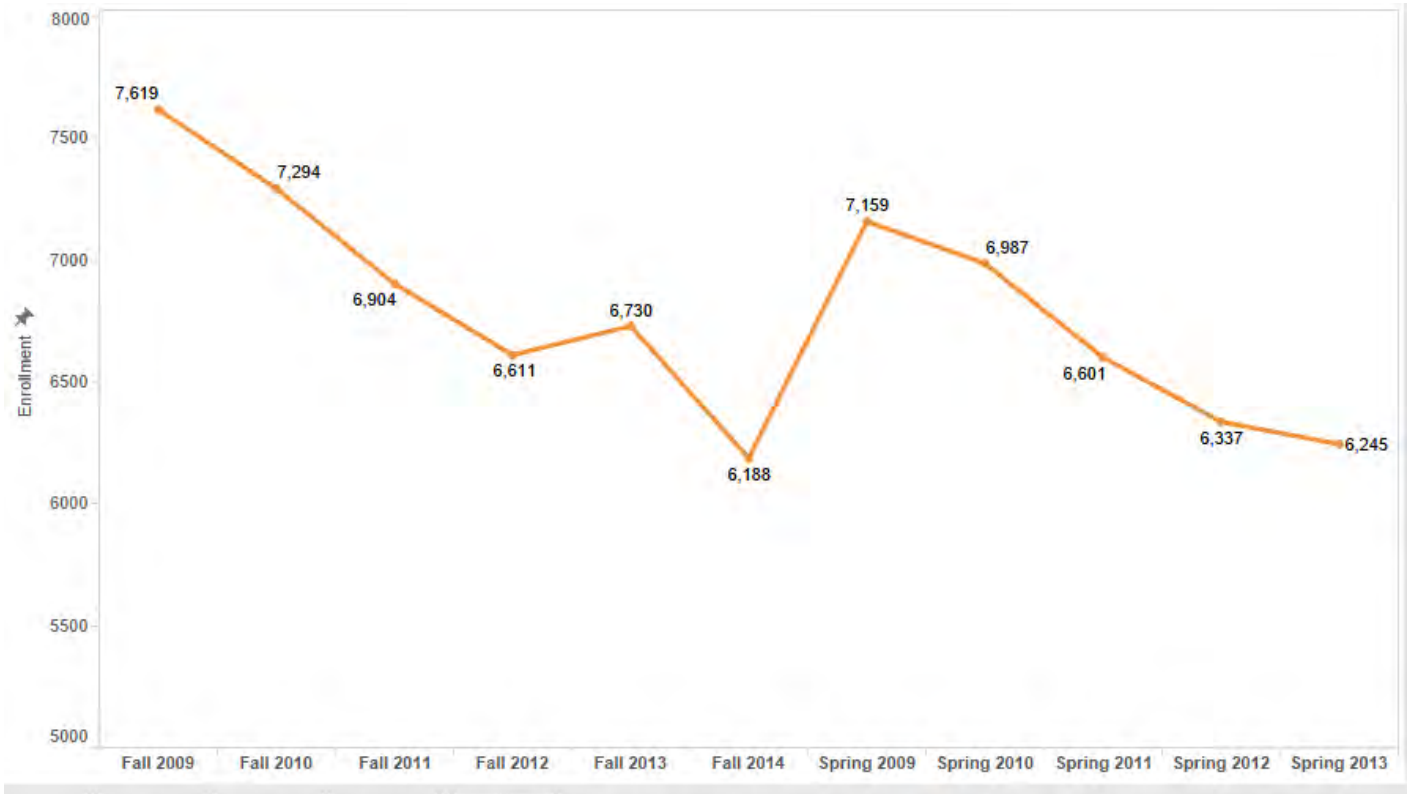
SOURCE: Board of Regents SPSRETN

PRIORITY 1: Goal P1.2: Increase Opportunities for Student Access and Success
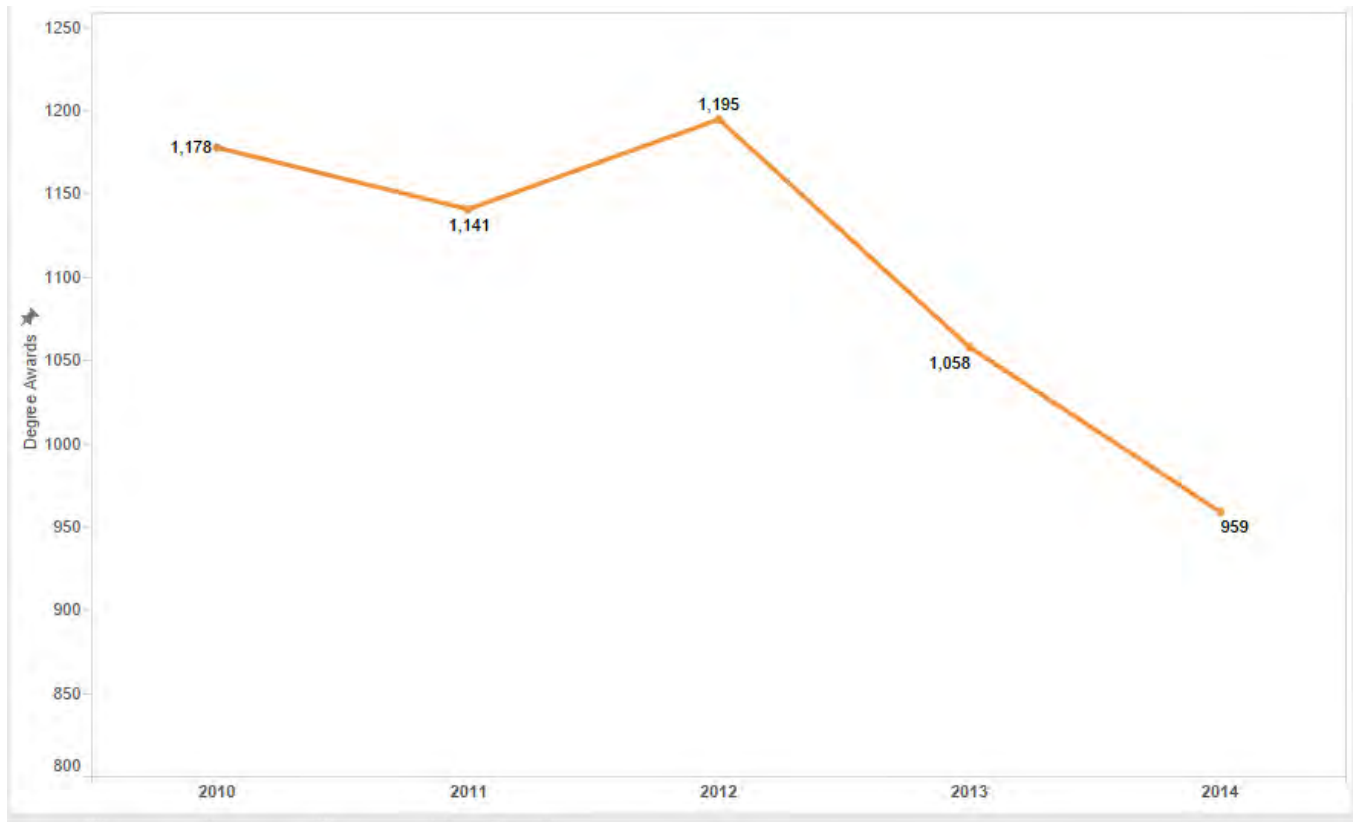
Southern University Retention Rates 2003 - 2014

SOURCE: Board of Regents SPSRETN

Southern University Degrees Awarded 2010 - 2014

SOURCE: National Center for Education Statistics (NCES) and Board of Regents Statewide Completers System

Goal P1.1: Ensure Quality and Accountability.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P1.1 Decrease the census day headcount enrollment in public postsecondary education by 1.3% from the baseline level of 6.622 to 6.523 by fall 2018-2019 (Baseline year FY2012-13). **Note: *SUBR projects enrollment declines to stabilize in 2015-16 with marginal increases occurring in 2016-17 and continuing through 2018-19.***	**Strategy 1.1.1:** Promote distance-learning activities statewide. **Strategy 1.1.2:** Ensure seamless transfers between SUBR and other campuses. **Strategy 1.1.3:** Ensure access to programs and services to citizens with disabilities. **Strategy 1.1.4:** Promote dual enrollment agreements with public school districts.		**Principle(s): Academic Affairs** **Institutional Research and Assessment (IRA)** Secondary: Student Affairs Academic Colleges and Departments	Output: Number of students enrolled (as of the Census day) at Southern University (SUBR). Outcome: Percent change in the number of students enrolled (as of the Census day) at SUBR. SOURCE: Board of Regents SSPSLOAD

Goal P1.2: Increase Opportunities for Student Access and Success.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P1.2.1 Increase the percentage of first-time, full-time, degree-seeking freshmen retained to the second Fall by 3.6 percentage points from the fall 2011 baseline level of 69.0% to 72.6% by Fall, 2018-19 (retention of the 2017 cohort).	**Strategy 1.2.1.1:** Implement admissions criteria at SUBR to optimize student recruitment and retention. **Strategy 1.2.1.2:** Develop campus-wide and college/department retention assessment systems. **Strategy 1.2.1.3:** Expand academic and training support/resource centers at SUBR. **Strategy 1.2.1.4:** Continue statewide assessment of service utilizing student opinion surveys.		**Principle(s): Academic Affairs** **Student Affairs and Enrollment** **Institutional Research and Assessment (IRA)** <u>Secondary:</u> Academic Colleges and Departments	<u>Output:</u> Percentage of first-time, full-time, degree-seeking freshmen retained to the second year in public, postsecondary education at the same institution. <u>Outcome:</u> Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same institution. <u>SOURCE:</u> Board of Regents SPSRETN

Goal P1.2: Increase Opportunities for Student Access and Success.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P1.2.2 Increase the percentage of first-time in college, full-time, degree-seeking students retained to the third Fall at SUBR by 9 percentage points from the Fall 2010 (Fall 2014) cohort to Fall 2012 (Fall 2016) baseline level of 57% to 66% by Fall 2018 (Fall 2020) (retention of the 2016 cohort).	**Strategy 1.2.2.1:** Implement all academic advising, policies, procedures and standards. **Strategy 1.2.2.2:** Evaluate and revise programs designed to ensure proficiency attainment in Math, Science and English. **Strategy 1.2.2.3:** 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 1.2.2.4:** Involve all university academic support activities to increase student retention. **Strategy 1.2.2.5:** Monitor progress through external assessments and external student satisfaction surveys.		**Principle(s): Academic Affairs** **Student Affairs and Enrollment** **Institutional Research and Assessment (IRA)** Secondary: Academic Colleges and Departments	Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the following third fall at the same institution. Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking freshmen retained to the following third fall at the same institution. SOURCE: Board of Regents SPSRETN & Collateral Data Profile Sets at the campus Level.

Goal P1.2: Increase Opportunities for Student Access and Success.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P1.2.3 Increase the three/six-year graduation rates defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS) at SUBR by 3.1 percentage points from the academic year 2010-11 baseline level of 29.3% to 32.4% in FY 2018-19. (Fall 2013 cohort)	**Strategy 1.2.3.1:** Implement admissions criteria at SUBR to optimize retention and graduation rates. **Strategy 1.2.3.2:** Develop campus-wide and college/department specific retention and graduation assessment systems. **Strategy 1.2.3.3:** Expand efforts to encourage transfer from two-year colleges to SUBR.		**Principle(s): Academic Affairs** **Student Affairs and Enrollment** **Institutional Research and Assessment (IRA)** Secondary: Academic Colleges and Departments	Output: Percentage of students identified in a first-time, full-time, degree-seeking cohort graduating within three/six-years from postsecondary education. Outcome: Number of students identified in a first-time, full-time, degree-seeking cohort graduating within three/six-years from postsecondary education. SOURCE: National Center for Education Statistics (NCES)

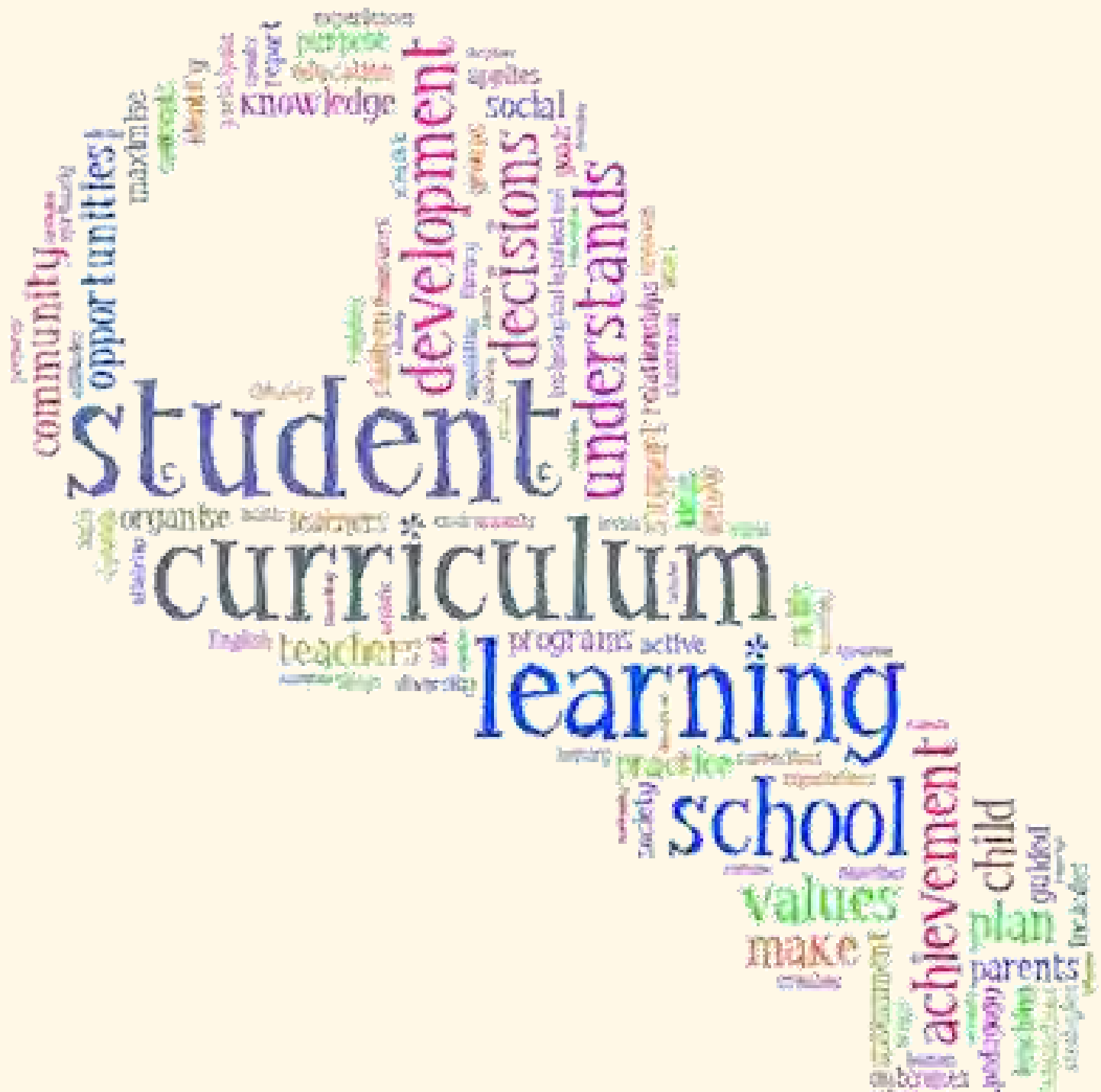# Goal P1.2: Increase Opportunities for Student Access and Success.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P1.2.4 Increase the total number of completers for all awards levels in a given academic year from the baseline year number of 1,257 in academic year 2011-12 to 1,293 in academic year 2018-19.	**Strategy 1.2.4.1:** Assess admission criteria at SUBR to optimize recruitment, retention and graduation rates. In addition, maintain open enrollment policy to increase enrollment of first-time, full-time, degree-seeking students at SUSLA and to continually expand academic programs. **Strategy 1.2.4.2:** Develop college/department retention assessment systems. **Strategy 1.2.4.3:** Expand academic and training support resource centers. **Strategy 1.2.4.4:** Expand academic programs including the establishment of new instructional degree certification programs which are sensitive to workforce development needs. **Strategy 1.2.4.5:** Expand efforts to encourage transfer of dual enrollment students. **Strategy 1.2.4.6:** Expand availability and use of degree audits to facilitate progression toward a degree.		**Principle(s): Academic Affairs** **Student Affairs and Enrollment** **Institutional Research and Assessment (IRA)** Secondary: Academic Colleges and Departments	Output: Total number of completers for all award levels. Outcome: Percent change in the number from the baseline year. SOURCE: Board of Regents Statewide Completers System.

Goal P1.2: Increase Opportunities for Student Access and Success.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P1.2.5 Increase the number of Education students with Praxis passage rates by 1.5 percentage points from the average system wide 2011-12 base year listing of 98.0% to 99.5% in 2018-19.	**Strategy 1.2.5.1:** Assess the graduation criteria at SUBR (link to Praxis passage rates). **Strategy 1.2.5.2:** Expand academic and supplemental training resource centers in support of Praxis preparation.		**Principle(s): Academic Affairs** **Student Affairs and Enrollment** **Institutional Research and Assessment (IRA)** Secondary: College of Education and Behavioral Sciences	Output: Number of students passing the Praxis exam. Outcome: Percent change in the passage rate on the Praxis certification exam. SOURCE: Louisiana Department of Education.
Objective P1.2.6 Increase the number of BSRN NCLEX passage rates by 1.6 percentage points above the 2011-12 base year listing of 86.4% to 88.0% in 2018-19.	**Strategy 1.2.6.1:** Assess the graduation criteria at SUBR School of Nursing and Allied Health. **Strategy 1.2.6.2:** Expand academic and supplemental training resource centers at the School of Nursing and Allied Health in support of instructional degree certification programs.		**Principle(s): Academic Affairs** **Student Affairs and Enrollment** **Institutional Research and Assessment (IRA)** Secondary: School of Nursing and Allied Health	Output: Number of students passing the NCLEX licensure exam. Outcome: Percent change in the passage rate on the NCLEX licensure exam. SOURCE: Louisiana State Board of Nursing.

Priority 2: Strengthen Core Values

The promotion of New Academic Offering, Student, Faculty and Staff Excellence is grounded in the university's academic values and core principles. This will involve implications of perspectives for learning curriculum development, course delivery through innovative means such as online instruction, virtual laboratories and student-lead inquiry, and knowledge attainment at SU; and different learning concepts and concept formation.

Southern University and A&M College is committed to excellence and accountability. Accountability can be defined in many ways. The concepts utilized in the SUBR strategic planning process emphasize the significance of the institution as a place where students become critical thinkers, leaders, entrepreneurs and lifelong learners. The concepts also give meaning to SUBR as an economic engine and an institution that is committed to research and productivity. These concepts extend the institution's definition of productivity far beyond student retention and graduation rates.

Creating a Global Curriculum– where teaching, learning, research and assessment take place and where institutional management, planning, staffing, and decision-making unite to create the next generation of student matriculation. An educational ecosystem, therefore should include, not only university buildings, but also a combination of home, classrooms, teaching and research laboratories, and an international/global community that collaborate to bring the wider world into day-to-day instruction and provide a rich array of learning opportunities. Southern University, through the implementation of its Strategic Plan, hopes to provide an educational ecosystem that will induce change in its students that will match the university's overall mission.

> *"...changes in curriculum must incorporate multicultural design in order to provide an integrative educational experience."*

Southern University is not only dedicated to changing its academic environment, but all units of support that aid in the management systems that help create a vibrant campus economy & high quality of life. All while respecting the need to sustain natural resources and protect the environment in which SU students live and work. Again, the goals and objectives shown on the following pages bear proof.

Goal P2.1: Improve institutional quality and promote accountability.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P2.1 Review and assess the effectiveness of institutional policies and procedures in the current environment.	**Strategy 2.1.1:** Conduct a formative assessment and analysis of institutional policies and procedures. **Strategy 2.1.2:** Conduct a summative analysis of institutional policies, procedures and processes. **Strategy 2.1.3:** Develop new and/or revise old institutional review processes to increase efficiency and productivity.		**Principle(s): Institutional Research and Assessment (IRA)** **Chancellor's Office/Finance & Administration/ DOIT/Human Resources** Secondary: Academic Affairs Office of Research and Strategic Initiatives	Output: Number of institutional policies reviewed and updated. Outcome: Percentage point change in the number of policies revised and/or updated. SOURCE: Institution and Departmental Databases
Objective P2.2 Implement policy and procedure checkpoints.	**Strategy 2.2.1:** Develop a system of checkpoint assessment. **Strategy 2.2.2:** Conduct an annual review of checkpoint assessment.		**Principle(s): Institutional Research and Assessment (IRA)** **Chancellor's Office/Finance & Administration/ DOIT/Human Resources** Secondary: Academic Affairs Office of Research and Strategic Initiatives	Output: Number of policy checkpoints assessed. Outcome: Percentage points in the number of policies checked SOURCE: Institution and Departmental Databases

# Enable Collaboration Through

Community and Global Partnerships

Priority 3: Enable Collaborations Through Community and Global Partnerships

Southern University and A&M College is committed to meeting the needs of the community, as well as national and global education and workforce needs. SUBR continually strives to engage in community outreach activities, support community and economic development and encourage participation in cross-cultural collaborations in order to implement our corporate citizenship model. As a tertiary institution in an increasingly global world, SUBR is dedicated to maintaining a diverse student population through the successful recruitment and retention of top international students. Through strong global research collaborations and business partnering, SUBR is focused on meeting the human capital and workforce needs of the future. To understand universal engagement, we must understand that the University is not the first place people are engaged. University engagement causes seemingly unrelated things to depend on each other in order for SU to achieve. This will involve improving the process of effectively engaging all its constituents toward the University's ultimate success.
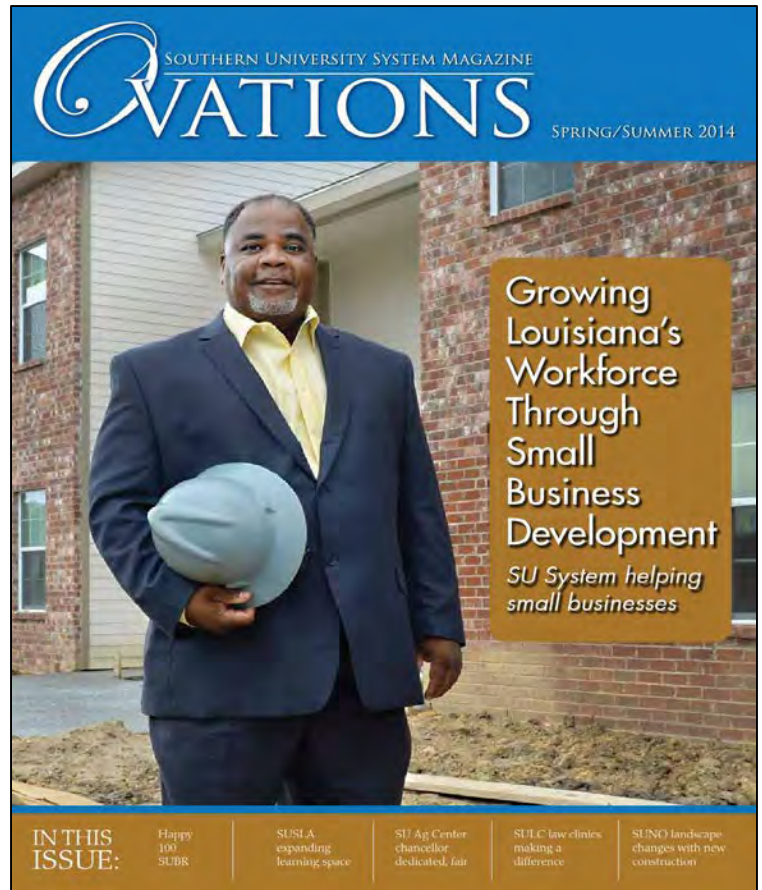
> "Faculty, staff, students and the university community working together to change policy, benefit community economics, serve the world's constituents and make a global difference."

of 21st century innovation and commerce for some time. Despite these discussions, the misalignment between student outcomes and workforce needs persists.

The P-16 curriculum is not sufficiently aligned with workforce needs to provide students with the knowledge and skills needed to compete successfully in the workplace. Similarly, employers have failed to adequately articulate their expectations for the workforce. In order to bridge this gap, The SU Strategic Plan focuses on aiding the University in developing a deeper partnership that enables the adaptation of curricula and co-curricular experiences to build core competencies and promote deeper learning. (Business-Higher Education Forum, 2013)

Creating an Improved Public Awareness of the Role of Southern University to the Community, Nation & World – focus should be on creating or re-branding the University to optimize an increased return on investment. Each goal and objective will be discussed in length throughout the following pages of this document.

"Closing the gap between the outputs of higher education and the needs of 21st century innovation and commerce..."

Creating Community, Public and Private Partnerships – Forging strategic partnerships for innovation, economic and workforce development in higher education allows the continued support of the world's ever-changing resource needs. Business and education leaders have engaged in discussions about the gap between the outputs of higher education and the needs

Goal P3.1: Increase the number of community, national and global partnerships.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P3.1 Develop and offer specialized programs that involve partnerships between institutions, global, local, business and industry, national laboratories, research centers, and other institutions.	**Strategy 3.1.1:** Enhance the current undergraduate and graduate research opportunities **Strategy 3.1.2:** Develop undergraduate career pathway models. **Strategy 3.1.3:** Create a successful model with research and development as a driver of **economic development** in partnerships with other universities, national laboratories, research centers, both nationally and internationally. **Strategy 3.1.4:** Link research initiatives to market needs and trends through global partnerships with business and industry.		**Principle(s):** **Office of Research and Strategic Initiatives (ORSI)** **Chancellor's Office** **Finance and Administration** **Division of Information Technology** Secondary: Academic Affairs Academic Colleges and Departments Research Centers Governmental Contracting Unit Business and Industry Cluster	Output: Number of community, state, national and international partnerships activated. Outcome: Percentage point change in the number of existing partnerships. SOURCE: Institution and Departmental Databases

Goal P3.1: Increase the number of community, national and global partnerships.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P3.2 Increase the number of SUBR students that engage in global education and research experiences.	**Strategy 3.2.1:** Develop a funding model to facilitate international education and research experiences. **Strategy 3.2.2:** Create and implement a policy to provide seamless transfers of international credit hours. **Strategy 3.2.3:** Expand efforts to encourage transfer from two-year colleges to SUBR.		**Principle(s):** **Office of Research and Strategic Initiatives** **Chancellor's Office** **Finance and Administration** **DOIT** Secondary: Academic Affairs Academic Colleges and Departments Research Centers Governmental Contracting Unit Business and Industry Cluster	Output: Number of community, state, national and international partnerships. Outcome: Percent change in the number partnerships SOURCE: Institution and Departmental Databases

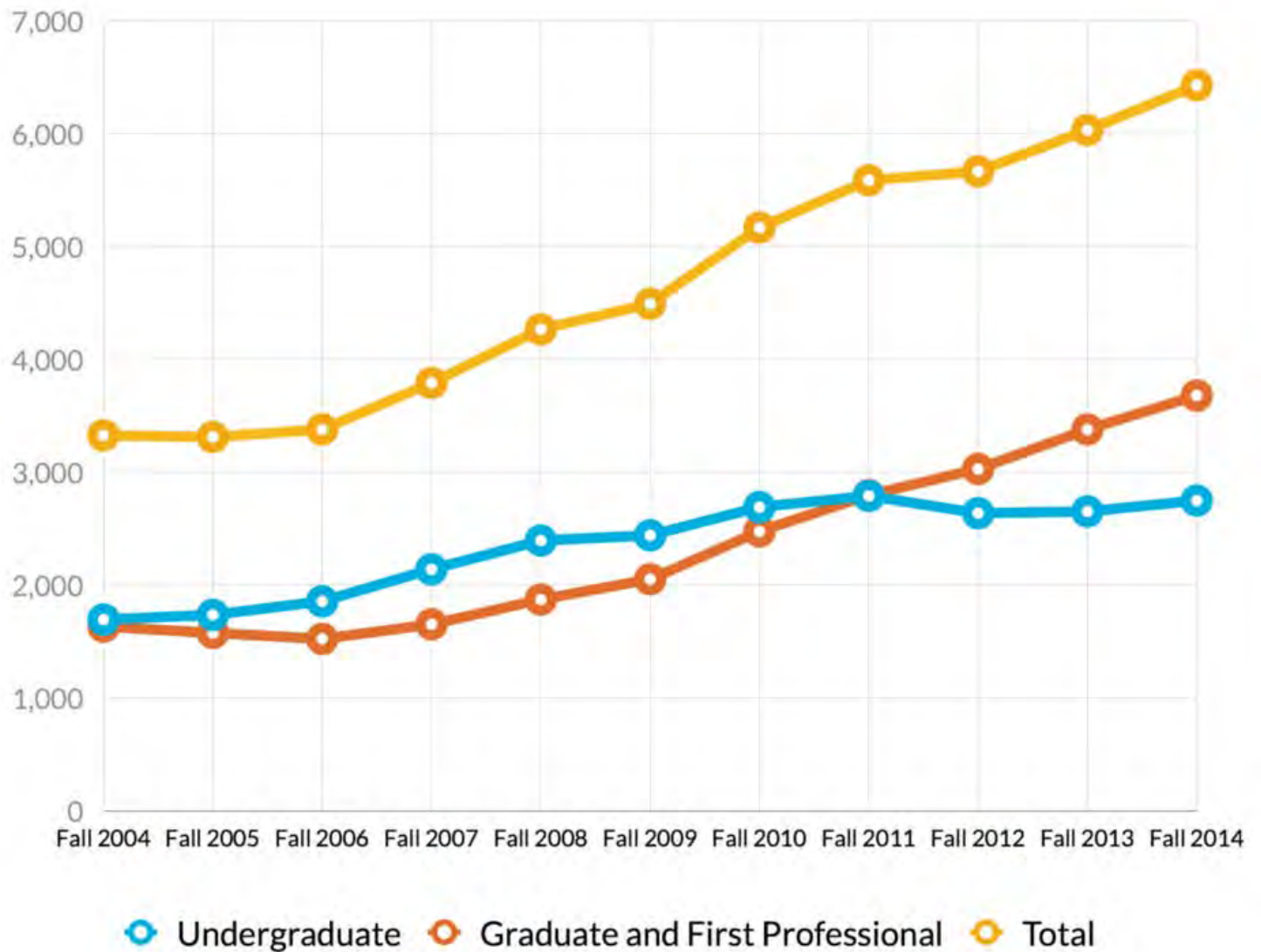# Goal P3.1: Increase the number of community, national and global partnerships.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P3.3 Increase the number of national and international degree-seeking students at SUBR.	**Strategy 3.3.1:** Create 2+2 model for international degree programs. **Strategy 3.3.2:** Establish educational and research relationships with accredited international schools.		**Principle(s): Academic Affairs** **Finance and Administration** **Office of Research and Strategic Initiatives** Secondary: DOIT Academic Affairs Academic Colleges and Departments Research Centers Governmental Contracting Unit Business and Industry Cluster	Output: Percentage of first-time, full-time, degree-seeking international students. Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking international students. SOURCE: Board of Regents SPSRETN & Collateral Data Profile Sets at the campus Level.

Heighten Institutional Effectiveness

Legend:
- **Undergraduate** (blue)
- **Graduate and First Professional** (orange)
- **Total** (yellow)

Y-axis: 0, 1,000, 2,000, 3,000, 4,000, 5,000, 6,000, 7,000

X-axis: Fall 2004, Fall 2005, Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014

Priority 4: Heighten Institutional Effectiveness

Effective investment in education requires strategic investment in the facilities in which teaching and learning occurs. To ensure that facilities continue to support the changing needs and demands of the knowledge economy, substantial initial and sustained investments are needed. This will involve improving the process by which decisions are made relating to large-scale investments in its educational infrastructure, with a view to maximizing the benefits of the university's initial investment in education.

Southern University and A &M College is committed to institutional effectiveness and a long-term commitment to transparency, and the assessment of the effectiveness of its programs and services. Under new leadership, and with a focus on Southern Association of Colleges of Schools (SACSCOC) standards, the institutional priorities, goals and mission of the college, IE have taken on an institutionalized commitment to excellence. IE supports the

Institution's strategic plan that outlines actions that are taken to implement the Institutional Mission, Goals and Vision. IE provides the end result to determine how well the Institutional Mission is being fulfilled. The institution's goal for IE is for it to function as the catalyst of SU outcomes assessment, meaning IE focuses on measuring how well students are learning in the programs and measuring how well administrative units are operating. Figure 4.1 adapted from (Nichols and Nichols, 2000) as cited in in Virginia Highlands Community College 2013-2014 Institutional Effectiveness Strategic Plan provides an illustration of the relationship between Priority 4 and the institution's and SUBR Strategic Plan.

> "*universities must develop and utilize their campuses in a way that is consistent with the institution's overall goals for a sustainable future; while integrating sustainability in research and teaching.*"

Creating a Method to Drive Policy that Will Aid in the Implementation of Effective Research Practices and/or Activities – the dynamics of scientific fields, knowledge and innovation for development, and studies of risks and risk management (including social intelligence). National economies increasingly compete on the basis of innovation, and, in the race for global innovation advantage it is important to recognize that university research and industrial collaboration must be placed at the forefront of national economic policy. SU should similarly acknowledge its importance when developing campus policy.

Goal P4.1: Assist academic and administrative departments in planning appropriate assessment and evaluation measurements.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P4.1 Development of a statistically sound data driven assessment process.	**Strategy 4.1.1:** Review the current assessment process. **Strategy 4.1.2:** Create an assessment environment of institutional ownership at all levels of the institution. **Strategy 4.1.3:** Promote faculty engagement in the assessment process via research opportunity and student involvement. **Strategy 4.1.4:** Utilize technology to provide ongoing feedback on progress issues in need of attention. **Strategy 4.1.5:** Utilize technology to create assessment networks across campus.		**Principle(s):** **Division of Institutional Effectiveness and Research** **Chancellor's Office** **Finance and Administration** **Division of Information Technology** Secondary: Academic Affairs Academic Colleges and Departments	Output: Data- driven statistical assessment model at all levels of the University (i.e. Dashboard). Outcome: Number of effective institutional statistical models utilized. SOURCE: Institution and Departmental Databases

Goal P4.2: Provide leadership to the institution's strategic planning process.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P4.2 Review and revise current policies; and develop new polices as needed.	**Strategy 4.2.1:** Develop a system of checkpoint assessment. **Strategy 4.2.2:** Conduct an annual review of checkpoint assessment. **Strategy 4.2.3:** Promote assessment via faculty development and engagement. **Strategy 4.2.3:** Engage faculty and students in the assessment policy development processes **Strategy 4.2.5:** Enhance opportunities for campus-wide participation in the institutional effectiveness process **Strategy 4.2.6:** Provide accurate and timely assessment analysis feedback		**Principle(s):** **Office of Research and Strategic Initiatives** **Chancellor's Office** **Finance and Administration** **Division of Information Technology** Secondary: Academic Affairs Academic Colleges and Departments	Output: Number of institutional and departmental policies assessed. Outcome: Effective institutional and departmental polices and processes. SOURCE: Institution and Departmental Databases

Goal P4.3: Analyze and disseminate information about the University in support of institutional decision-making, planning, and reporting.

Objectives	Strategies	Timeline	Accountability	Performance Indicators
Objective P4.3 Provide Institutional-wide assessment professional development training and assistance.	**Strategy 4.3.1:** Work to build and sustain the University's capacity for excellence. **Strategy 4.3.2:** Create and maintain an inclusive, equitable and diverse IE environment.		**Principle(s): Chancellor's Office** **Human Resources** **Finance and Administration** Secondary: DOIT Academic Affairs Student Affairs Academic Colleges and Departments	Output: Number of professional trainings offered and the number of departments assisted in data analysis and research. Outcome: An environment of inclusiveness and improved collaboration. SOURCE: Internal and External Databases.