



SOUTHERN
UNIVERSITY
at Shreveport

REIMAGINE SUSLA

5-Year
STRATEGIC PLAN
2025-2030

Dr. Aubra J. Gantt
Chancellor





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Historical Overview

Southern University at Shreveport Louisiana was established by Act 42 in 1964 by the Louisiana Legislature to serve the Shreveport-Bossier City area. Its basic emphasis was to provide the first two years of typical college and university coursework. Then Governor John H. McKeithen signed the Act on June 27, 1964, and the institution officially opened its doors for instruction on September 19, 1967.

On October 28, 1974, the Louisiana Coordinating Council for Higher Education, currently the Board of Regents, granted to the institution approval to offer six associate degree programs: Business, Office Administration, Natural Sciences, Medical Office Assistant, Social Sciences, and Humanities. Southern University at Shreveport is a comprehensive community college within the Southern University System.

In 1977, the Board of Regents' Master Plan for Higher Education in Louisiana cited, "Southern University should begin immediately to plan programs and services of the type appropriate to a comprehensive community college in order to contribute to the future economic development of the greater Shreveport area." Therein, the institution was charged to expand its one and two year offerings in keeping with the manpower needs of the Shreveport area and to cooperate with nearby vocational-technical schools where possible. The Master Plan defined research activities as "appropriate to further the role of the institution as a comprehensive community college, with lower level undergraduate instruction and public service receiving top priority."

In 1981, the Federal Justice Department mandated that the Southern University System enter into a Consent Decree that led to several major changes for the institution. The Consent Decree, in part, involved the acquisition of a satellite campus site, "preferably in an area of the city that was amenable and accessible to the population served by the institution." A downtown location was deemed best, primarily because of the large number of business sites and office workers employed in that area. After conducting assessments of the kinds of educational training needs projected by the downtown employee population, the institution chose to bid on portions of 610 Texas Street in 1987. The Southern University Board of Supervisors, the State Board of Regents, and the Division of Administration approved the bid October 1987. Southern University at Shreveport held its first classes at the downtown site, the Metro Center, in spring of 1988.

The institution has expanded its presence across the city to provide additional educational opportunities and accessibility: The Aerospace Technology Center houses the Airframe & Powerplant Maintenance programs; the Small Business Development Center helps entrepreneurs and businesses start, expand and sustain; the Milam Street Kitchen Incubator & Community Kitchen (MS-KICK) functions as a kitchen incubator/workforce development hybrid to encourage culinary and workforce training entrepreneurship opportunities. The Allen Building, located adjacent to the SUSLA Metro Center was acquired for the purpose of expanding the School of Nursing.

Throughout the years, outstanding leadership has guided Southern University at Shreveport, with eight Chancellors leading the campus. Today there are 3,000 students enrolled in 19 associate degree programs, 23 certificate programs, and two technical diplomas.

Message from the Chancellor

Dr. Aubra J. Gantt

To our esteemed students, faculty, staff, alumni, and valued community partners,

As your new Chancellor, it is my privilege and honor to present our first Strategic Plan under my tenure, Reimagine SUSLA 2030. This plan represents a bold and ambitious vision that addresses the evolving needs of our students and the communities we serve.

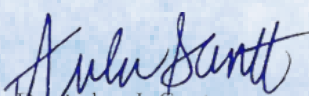
While we stand on a proud foundation built by generations of dedicated faculty, staff, and alumni, we also face pressing challenges that compel us to break from tradition and embrace an innovative, future-focused approach. These realities call us to reflect, rethink, and reimagine what our institution can become in service to our students and our region.

This Strategic Plan embodies our commitment to creating a more accessible, and student-centered college, one that offers an inviting and productive environment where every student can see a clear and achievable path to success. We will be redefining what it means to provide a high-quality education aligned with the informed choices of our students. Specifically, we plan to invest in transformative student support, expand affordable and high-value credentials, and align our programs with real-world, career-ready outcomes. This reimagined path forward will require us to reconceptualize how we measure student success, academic offerings and community engagement to adapt to emerging priorities.

However, this journey is not one I can undertake alone. The energy, expertise, and dedication of every member of our college community are essential to fulfilling this vision. To our faculty and staff, your unwavering commitment to fostering student success serves as the foundation upon which we build. To our students, your resilience, ambition, and drive to shape your futures are the inspirations that fuel our work each day. And to our partners and supporters, your invaluable investment in our mission will enable us to realize a shared vision of an educational institution that uplifts and transforms our community.

Together, we can Reimagine SUSLA as a beacon of opportunity, a trusted resource, and a transformative force in our region and beyond. Thank you for your dedication and for joining us on this journey to create a vibrant future. I am eager to work alongside each of you as we reimagine what it means to be a College of Choice.

With deep gratitude and steadfast commitment,



Aubra J. Gantt, Ed.D.
Chancellor





Foreword

In the wake of an era marked by an unexpected global pandemic, compelling adaptive changes in higher education, and the changing demands of our students facing the globalization of their career opportunities, we are excited to unveil our 2030 Strategic Plan, a blueprint for reimagining our institution as a College of Choice by 2030. This plan is a guiding framework for transforming our mindset to break with our tradition while keeping a diligent eye on increasing enrollment. Our renewed emphasis will be on long-term student success: early momentum, attainment of high-value credentials, and career placement. We are committed to elevating the college's academic and career-focused offerings and strengthening its position as a leading, accessible, and innovative institution within our state and beyond.

Guided by the theme *Reimagining SUSLA as a College of Choice in 2030*, this plan aligns with the state's ambitious goal: to have 60% of its working-age citizens equipped with a credential of value by 2030¹. To achieve this, we will adopt the state's *Meauxmentum Approach*², an evidence-based strategy designed to significantly improve student success and close equity gaps. We plan to use this approach to enhance our guided pathway student success strategy, which structures our students' educational journey to ensure a clearer, more efficient, and affordable path to graduation and employment. This approach enhances whole-university intentionality toward shared goals and values—all critical to the success of our reimagining journey.

Our current status, as reflected in the Integrated Postsecondary Education Data System (IPEDS)³, highlights the need for transformative change. Our college has higher tuition costs than our peers, and more students rely on financial aid to pursue their education. Our retention and graduation rates fall below the average for similar institutions, and graduates' earnings are also lower than the median for two-year colleges. These indicators serve as a call to action: we must reimagine our institution better to serve our students, community, and region.

Focusing on academic excellence and student success, our Strategic Plan outlines our commitment to expanding program offerings, developing tailored certificate and diploma options, and creating a more vibrant and caring campus community. Together, these efforts will empower our students to achieve their goals and thrive in an ever-changing workforce.

Our journey toward 2030 is more than an institutional transformation; it is a promise to our students, faculty, staff, and community. Through the *Meauxmentum Approach* and our broader 2030 Strategic Plan, we look forward to building a future where our college embodies the ideal of choice and opportunity for all.

¹ laregents.edu/masterplan/

² laregents.edu/meauxmentum-framework/

³ <https://collegescorecard.ed.gov/school/?160649-Southern-University-at-Shreveport>

Strategic Planning Process

In July 2023, SUSLA’s new chancellor launched the *Reimagine SUSLA* campaign, a bold initiative designed to engage stakeholders, gather multiple perspectives, and lay the groundwork for developing a Strategic Plan that redefines SUSLA as a college of choice. Through a series of inclusive dialogues with faculty, staff, students, and the broader community, the chancellor set the foundation for a collaborative planning process focused on transformative change and long-term success.



Strategic Plan Implementation and Evaluation

SUSLA will maintain an implementation schedule to serve as a roadmap, ensuring a well-aligned and efficiently executed plan. Our leaders will translate strategic objectives into actionable tasks and assign responsibilities across departments. This accountability measure will be used to allocate resources and set clear timelines for execution and monitoring.

SUSLA’s Office of Institutional Effectiveness will track and publish progress annually. Such evaluation will help faculty and staff to assess performance against goals, identify potential roadblocks, and adjust strategies as needed. By continuously monitoring results and gathering feedback, the institution can refine its approach to ensure sustained success and adaptability in a dynamic environment.



OUR MISSION

Southern University at Shreveport, 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.

OUR VISION

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.

CORE VALUES

EXCELLENCE

We engage in every endeavor guided by standards of quality and excellence. We ensure, through the various forms of presentation and/or service delivery, that our efforts are of the highest quality.

INTEGRITY

We ensure a viable institution by fostering a culture of trust, respect and dignity. We uphold the highest standards of academic & professional ethics & provide opportunities for the campus community to be informed and engaged in the governance of the University.

ACCOUNTABILITY

We hold ourselves accountable to fulfilling the mission of the institution. We practice professionalism, assume responsibility for our conduct and embrace accountability as an expectation of servicing students.

SERVICE

We engage in actions that demonstrate a total commitment to delivering services to all our constituents. While students are our first priority, we recognize that our customers also include ourselves, parents, other higher education institutions, our community, business and industry.



GOALS

The 2025-2030 Strategic Plan reflects the yearlong collaborative genius of major SUSLA stakeholders. The roadmap promises to fulfill the seven goals that will serve as the launching pad for the university's continued growth.

1. Foster a Climate of Academic Excellence

2. Increase Enrollment

3. Enhance Customer Service and Stewardship of Place

4. Adopt a Student-Centered Approach

5. Attract and Retain Qualified Faculty and Staff

6. Promote a Culture of Institutional Effectiveness

7. Improve Infrastructure, Facilities, Finance, and Resources

1 Foster a Climate of Academic Excellence

DESCRIPTION

Southern University at Shreveport is dedicated to providing quality education and workforce preparation. As such, we desire to create attractive programs to help students achieve their academic and vocational goals. The Institution envisions a multifaceted approach that nurtures curiosity, critical thinking, and a passion for learning. Robust support systems will ensure each student's success. Best practices form the foundation in this climate, ultimately creating a thriving community dedicated to excellence.

OBJECTIVE 1.1

Develop Inspiring Curricula with Clearly-Defined Program Maps

Strategy 1.1.1. Provide resources and support for developing challenging, relevant, industry-aligned curricula

Strategy 1.1.2. Create new stackable and technical program certificates

Strategy 1.1.3. Incorporate high-impact practices by designing courses with experiential learning opportunities like internships, service-learning, and research projects

Strategy 1.1.4. Map programs to specific career outcomes and detailed career pathways showing progression from certificates to diplomas to associate degrees and beyond

OBJECTIVE 1.2

Facilitate Academic Momentum and Completion

Strategy 1.2.1. Manage prerequisites to minimize unnecessary courses and streamline sequences to prevent delays in student progression

Strategy 1.2.2. Ensure completion of required discipline-related general education English and math courses within students' first academic year, as applicable

Strategy 1.2.3. Redesign instruction to build foundational skills and improve outcomes in high-impact catapult courses

Strategy 1.2.4. Develop intrusive and early alert advisement approaches to provide timely guidance and support before students encounter significant challenges

OBJECTIVE 1.3

Ensure Continuous Improvement of Academic Programs

Strategy 1.3.1 Redesign and implement a continuous program review and assessment process to provide program pathways and outcomes for university transfer and the workforce

Strategy 1.3.2 Utilize innovative teaching modes such as flipped classroom scenarios

Strategy 1.3.3. Create and utilize peer and project-based learning assessments

Strategy 1.3.4. Align course and program assessment with performance evaluations

OUTCOMES

- Increase the number of technical certificates by 20%
- Achieve 75% respondent satisfaction with learning materials and activities as indicated on course evaluations
- Achieve 75% respondent satisfaction with learning environment and experiences as indicated on the Graduate Exit Survey

PERFORMANCE INDICATORS

- Number of new high-demand, high-wage certificate programs
- Passage rates in English and mathematics courses
- Passage rates in gateway courses
- Reduced time to reach catapult courses
- Early Momentum metrics
- Number of project-based learning opportunities
- Number of peer assessments
- Number of flipped classroom activities

Engineering Technology-Process Technology

SUSLA's first cohort of graduates from this program received lucrative offers to work on and offshore as instrument technicians and process operators.



GOAL **2**

Increase Enrollment

DESCRIPTION

Increased enrollment requires intentional strategies to expand access and affordability while meeting the evolving needs of our students. By offering diverse, flexible, and industry-relevant programs, we will provide clear pathways to career readiness and educational success. Our commitment includes delivering robust support services that assist students from enrollment to completion, ensuring they are retained, sustained, and empowered to achieve their goals.

OBJECTIVE 2.1

Increase Availability and Accessibility of Academic Offerings

Strategy 2.1.1. Reimagine and construct online, hyperflex, weekend, and evening course schedules to accommodate the needs of an eclectic student population

Strategy 2.1.2. Broaden instructional sites

OBJECTIVE 2.2

Expand Student Pool through Enhanced Promotion and Outreach

Strategy 2.2.1. Enhance recruitment branding and expand digital footprint

Strategy 2.2.2. Explore multicultural markets

Strategy 2.2.3. Strengthen community engagement

OBJECTIVE 2.3

Improve Student Enrollment Processes and Services

Strategy 2.3.1. Streamline enrollment processes

Strategy 2.3.2. Build and maintain a comprehensive retention network

Strategy 2.3.3. Expand student reclamation efforts

Strategy 2.3.4. Increase and improve student access to financial aid support resources

OBJECTIVE 2.4

Monitor and Evaluate Enrollment Strategies

Strategy 2.4.1. Incorporate data analytics, projections, and best practices in enrollment planning

Strategy 2.4.2. Establish and review student and community feedback mechanisms

OUTCOMES

- Expand reach of the University's digital channels (Facebook, Twitter, Instagram, and search engines) by 3% yearly
- Increase the average fall conversion rate of new freshman, readmit, and transfer students from a baseline average of 72% to 85% by 2030
- Increase Full-Time Equivalent (FTE) enrollment by 2% each year

PERFORMANCE INDICATORS

- Physical and digital visibility metrics
- Number of prospective students
- Time from application to enrollment
- Total headcount enrollment
- Yearly Full-Time-Equivalent (FTE) student enrollment
- The number of retained/returning students
- Number of financial aid fund sources (scholarships, grants, donations, etc.)
- Student satisfaction



Enhance Customer Service and Stewardship of Place

DESCRIPTION

SUSLA is dedicated to developing a culture of attentiveness and respect for patrons and the community. We aim to reflect genuine care in our interactions and commit to meeting customer needs. We desire to create a unique and meaningful connection that enhances loyalty and promotes stewardship, sustaining our institution as an upstanding citizen of the community we serve.

OBJECTIVE 3.1

Elevate Service Performance Standards

- Strategy 3.1.1. Assess and update telephony
- Strategy 3.1.2. Develop clear communication channels for students, employees, and the community
- Strategy 3.1.2. Conduct cross-departmental training
- Strategy 3.1.4. Recognize and reward excellent service and stewardship

OBJECTIVE 3.2

Improve Institutional Reputation

- Strategy 3.2.1. Embed customer service expectations in job descriptions, screening activities, and employment orientations
- Strategy 3.2.2. Review feedback mechanisms for continuous improvement, ensuring that services are responsive and relevant
- Strategy 3.2.3. Enhance brand awareness
- Strategy 3.2.4. Encourage volunteerism and service learning to reinforce the University's commitment to social responsibility

OBJECTIVE 3.3

Bridge Community Engagement

- Strategy 3.3.1. Establish advisory boards composed of community leaders to provide input on college programs and initiatives, ensuring alignment with local needs
- Strategy 3.3.2. Host open houses, workshops, and lycea to invite community members to campus
- Strategy 3.3.2. Showcase the college's resources, expertise, and programs, encouraging greater community involvement and awareness
- Strategy 3.3.4. Present cultural and social activities that represent the local community, establishing SUSLA as a hub for enrichment and enlightenment

OBJECTIVE 3.4

Strengthen Partnerships

Strategy 3.4.1. Leverage alumni to connect with the community by hosting events, mentorship programs, or guest speaking opportunities

Strategy 3.4.2. Collaborate with local businesses, nonprofits, and government agencies to create community service programs and initiatives

OUTCOMES

- Decrease the number of service-related complaints by 50%
- Narrow the performance gap between the importance and satisfaction scores for campus services on Noel Levitz's Student Satisfaction Inventory (SSI) and Faculty/Staff Institutional Priorities Inventory (IPS) to less than one (1) point
- Increase the number of community-based programs by 5% by 2030

PERFORMANCE INDICATORS

- Institutional customer service survey results
- Employer satisfaction ratings
- Number of employer partnerships
- Number of sponsorships secured
- Number and types of community-based programs
- Number of faculty and staff volunteer hours
- Attendance rates at community service events





Adopt a Student-Centered Approach

DESCRIPTION

Adopting a student-centered approach involves prioritizing our learners' unique needs, interests, and learning styles. We aim to create a supportive, technology-rich environment that promotes teaching and learning best practices while cultivating critical thinking and lifelong learning skills.

OBJECTIVE 4.1

Provide High-Touch Programs and Services Aligned with Student Needs

Strategy 4.1.1. Implement comprehensive orientation programs that encourage students to explore, choose, plan, and complete a program of study efficiently and affordably.

Strategy 4.1.2. Strengthen academic advising, tutoring, mentorship, and other support services to help students navigate chosen pathways and collegiate life

Strategy 4.1.3. Expand financial literacy and management programs to help reduce student debt

Strategy 4.1.4. Enhance career preparation and job placement services

Strategy 4.1.5. Use student assessments and feedback to drive continuous improvement

OBJECTIVE 4.2

Promote Emotional Safety and Well-Being

Strategy 4.2.1. Organize focus groups to discuss emotional safety issues and gather data

Strategy 4.2.2. Provide access to counseling services and other mental health resources

OBJECTIVE 4.3

Maintain Student-Forward Processes and Activities to Improve Engagement

Strategy 4.3.1. Encourage and support active participation in governance and decision-making processes

Strategy 4.3.2. Promote clubs, organizations, co-curricular and extracurricular activities that align with student needs and interests

Strategy 4.3.3. Highlight student success stories and testimonials to inspire current and prospective students

OUTCOMES

- Exceed national cohort institutional scores on the Community College Survey of Student Engagement (CCSSE) by 2030
- Increase The institutional Fall-to Fall retention rate from a baseline of 40% to 45% by 2030
- Increase the 3-year graduation rate from a baseline of 9.2% to 20% by 2030

PERFORMANCE INDICATORS

- Student satisfaction survey results
- Student retention rates
- Decreased time-to-degree
- Student completion rates
- Student placement rates
- Amount of student engagement /participation in activities

Student Government Association

The Student Government Association is composed of elected representatives from the student body. Collectively, they are the voice of the students and promote student life that enhances the intellectual, physical, social, and cultural atmosphere of SUSLA.





ATTRACT QUALIFIED FACULTY AND STAFF

DESCRIPTION

SUSLA will attract and retain top talent by offering competitive compensation, professional development opportunities, and a supportive workplace. Prioritizing work-life balance, modern facilities, and a culture of recognition, we will empower faculty and staff to thrive. These efforts will position SUSLA as an employer of choice, driving our vision for excellence and innovation.

OBJECTIVE 5.1

Enhance the Institution's Reputation as an Employer of Choice

Strategy 5.1.1. Build employer branding and visibility

Strategy 5.1.2. Develop competitive compensation plans for personnel

Strategy 5.1.3. Improve responsiveness and streamline hiring and onboarding processes

OBJECTIVE 5.2

Strengthen Employee Engagement and Retention

Strategy 5.2.1. Encourage interdisciplinary projects and cross-departmental collaboration

Strategy 5.2.2. Establish joint faculty and staff committees to enhance shared governance and address critical issues

Strategy 5.2.3. Ensure clear pathways for promotion and growth opportunities

Strategy 5.2.4. Implement recognition programs that celebrate employee achievements

OBJECTIVE 5.3

Champion a Culture of Continuous Learning and Growth

Strategy 5.3.1. Invest in professional development opportunities tailored to faculty and staff needs

Strategy 5.3.2. Encourage participation in professional organizations

Strategy 5.3.3. Institute supervisory leadership training series that includes evaluation, coaching, change management, emotional intelligence, and conflict management

Strategy 5.3.4. Inform continuous improvement with data collection, feedback, and open communication

OBJECTIVE 5.4

Create an Environment that Supports Work-Life Balance and Employee Well-Being

Strategy 5.4.1. Establish policies and practices to support mental health and wellness initiatives

Strategy 5.4.2. Design and employ flexible work plans and schedules to maximize institutional productivity

Strategy 5.4.3. Create comfortable, functional office environments that include rest areas and collaborative breakout spaces

OUTCOMES

- Achieve 75% respondent satisfaction with experiences, engagement, career management, and resources as indicated on the Institutional Employee Pulse Survey
- Achieve 75% respondent satisfaction with selection and onboarding processes as indicated on the Institutional New Hire Survey
- Achieve 70% of employee ratings of 3 (of 4) on the engagement and professional development constructs of the performance evaluation

PERFORMANCE INDICATORS

- Employee satisfaction survey results
- New hire survey results
- Number of professional development opportunities
- Number of participants in professional organizations and training sessions
- Number of employee award recipients
- Number of positive employee evaluation results
- Number of new hires retained
- Personnel retention rate





PROMOTE A CULTURE OF INSTITUTIONAL EFFECTIVENESS

DESCRIPTION

Southern University at Shreveport keeps institutional effectiveness at its forefront. We reinforce our core values through constant assessment, evaluation, and data-driven decision-making. We achieve and pursue Accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to ensure high-quality standards for our University and enhance the value of the credentials we offer. This commitment to quality and continuous improvement will resonate in our operations, processes, services, and spirit.

OBJECTIVE 6.1

Improve the Overall Quality of Operational Services and Processes

Strategy 6.1.1. Maintain a cycle of assessment and evaluation for all programs and services

Strategy 6.1.2. Develop a performance management system that promotes accountability and achievement

OBJECTIVE 6.2

Increase the Institutional Capacity to Make Strategic, Data-Informed Decisions

Strategy 6.2.1. Establish sound systems and processes for data collection, storage, and dissemination

Strategy 6.2.2. Provide training on data analytics and results-driven improvement

OBJECTIVE 6.3

Ensure Institutional Compliance with Federal, Regional, State, and System Standards

Strategy 6.3.1. Orchestrate and maintain a process to manage policies for student success, regulatory compliance, and institutional growth

Strategy 6.3.2. Refine readiness audit processes

Strategy 6.3.3. Implement a campus-wide accreditation training program

Strategy 6.3.4. Develop a sustainable substantive change process

Strategy 6.3.5. Maximize funding formula and system scorecard performance

OUTCOMES

- Complete 75% of objective tasks on the Strategic Plan Implementation schedule by 2028
- Achieve a 75% departmental / unit accomplished rating on the Use of Results section of the Institutional Outcomes Assessment Rubric
- Achieve 100% compliance on the Fifth-Year Interim Accreditation Report
- Achieve 100% compliance on the Decennial Accreditation Report

PERFORMANCE INDICATORS

- Institutional survey results
- Strategic plan assessment results
- Academic and operational unit assessment reports
- Reduced standardized reporting discrepancies
- Accreditation compliance

1 How SATISFIED have you been with the following aspects?

	Very Satisfied	Satisfied	Neutral	
a) Suitability of learning resources				
b) Timetable and programme arrangements known in advance				
c) Management of room, timetable or other changes				
d) Accuracy of information about course requirements (assignments, tests)				
e) Feedback given to you on course work, assignments, tests				
f) Library resources and services				
g) Computing facilities and services				

with the quality of teaching

GOAL 7 IMPROVE INFRASTRUCTURE, FACILITIES, FINANCE, AND RESOURCES

DESCRIPTION

Improving infrastructure, facilities, finance, and resources is essential for creating a thriving ecology that supports growth and learning. Such improvement requires investing in modern facilities equipped with cutting-edge technology that enhances educational experiences and encourages collaboration. Additionally, establishing sound financial practices ensures sustainable funding for ongoing maintenance and future developments. By prioritizing resource allocation and creating a welcoming, accessible campus, SUSLA can better meet the needs of our community and promote overall success.

OBJECTIVE 7.1

Enhance Physical Infrastructure

Strategy 7.1.1. Develop and implement a comprehensive deferred and preventative maintenance plan for HVAC, plumbing, and other integral systems

Strategy 7.1.2. Improve parking and visibility, including numeration and signage

Strategy 7.1.3. Continuously upgrade surveillance, lighting, and emergency response systems to provide students, faculty, staff, and visitors with a secure environment

Strategy 7.1.4. Maintain a campus beautification program involving employees and students

Strategy 7.1.5. Conduct operational and risk assessments to inform continuous improvement

OBJECTIVE 7.2

Increase Access to Cutting-Edge Technology

Strategy 7.2.1. Integrate smart technology in buildings

Strategy 7.2.2. Renovate classrooms to incorporate modern educational technology

Strategy 7.2.3. Upgrade laboratory spaces to support advanced research and student learning

Strategy 7.2.4. Strengthen cybersecurity protocols to protect sensitive data and comply with relevant regulations

OBJECTIVE 7.3

Optimize Resource Allocation and Management

Strategy 7.3.1. Implement a transparent process to allocate resources based on strategic priorities and program productivity

Strategy 7.3.2. Update short- and long-term financial forecasts to guide decision-making

Strategy 7.3.3. Improve managerial capacity for fiscal prudence and budget management

Strategy 7.3.4. Reduce expenditures by expanding campus programs and initiatives such as recycling, energy-efficient lighting, waste reduction, and water conservation

Strategy 7.3.5. Periodically review and update financial strategy and conduct an annual assessment of financial sustainability

OBJECTIVE 7.4

Expand Revenue Sources

Strategy 7.4.1. Identify and pursue academic and commercial activities that generate funds for re-investment and endowment establishment

Strategy 7.4.2. Coordinate with the Southern University at Shreveport and Southern University System Foundations to deliver new fundraising campaigns and increase philanthropic income

Strategy 7.4.3. Engage and leverage employee skills, knowledge, and service to increase new revenue received from grants

OUTCOMES

- Decrease the number of work order requests by 5% yearly
- Decrease the expenditures for major repairs by 5% yearly
- Achieve a 70% respondent return of good or excellent ratings on safety and facilities surveys
- Increase non-state revenues by 2.5% yearly
- Increase the number of donors by 5% yearly
- Increase alumni giving by 5% each year
- Increase the total dollar value of grant awards by 2% each year

PERFORMANCE INDICATORS

- Number of work order requests
- Maintenance expenditures
- Satisfaction survey results
- Cost savings
- Number of donors
- Donation and gift amounts
- Endowment balance
- Grant funding



Aerospace Technology Center



Metro Center



Business Incubator



Milam Street Kitchen Incubator



STRATEGIC PLANNING STEERING COMMITTEE

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GLOSSARY

Academic Momentum: The progress students make toward completing their educational goals by earning credits consistently and meeting key milestones, which increases their likelihood of graduating on time.

Accreditation: The process by which an official accrediting agency (in SUSLA's case Southern Association of Colleges and Schools Commission on Colleges, SACSCOC) evaluates and certifies an institution's academic programs, resources, and operations to ensure they meet established quality standards.

Baseline: A minimum or starting point of data used for comparison or a control.

Community College Survey of Student Engagement (CCSSE): A survey that measures student engagement in educational practices proven to promote learning, persistence, and success at community colleges.

Early Momentum Metrics: Key indicators that measure a student's progress in the first year of college, such as credit accumulation, gateway English and math completion, and program momentum, which are strong predictors of long-term academic success.

Endowment: A financial asset, often in the form of donations or investments, that an institution manages to generate income for long-term sustainability, typically used to support scholarships, faculty positions, and other institutional priorities.

Faculty/Staff Institutional Priorities Inventory: A survey tool that assesses faculty and staff perceptions of an institution's priorities and performance, helping align institutional goals with the needs and expectations of employees.

Flipped Classroom Activities: Learning activities where students engage with instructional content, such as videos or readings, before class and use in-class time for active, hands-on learning, problem-solving, and collaboration.

Full-Time Equivalent (FTE): A measurement used to represent the workload of students or employees in a way that makes it easier to compare part-time and full-time status. For students, it typically refers to the number of credit hours a student is enrolled in, and for employees, it reflects the total hours worked in relation to a full-time schedule.

GLOSSARY

Institutional Employee Pulse Survey: A short, frequent survey designed to gather quick feedback from employees on their satisfaction, engagement, and workplace experiences to inform institutional improvements.

Louisiana Board of Regents Funding Formula for Higher Education: A system used to allocate state funding to public higher education institutions in Louisiana based on factors such as prior year allocation, cost associated with programs, general operations, and student outcomes, with the goal of promoting accountability and improving educational outcomes.

Meauxmentum Approach: A statewide initiative by the Louisiana Board of Regents designed to inspire higher education institutions to prioritize student success through clear pathways, improved support services, and strategies that close equity performance gaps and help students achieve credentials of value.

Noel Levitz's Student Satisfaction Inventory (SSI): A survey tool that measures student satisfaction and priorities, helping institutions identify strengths and areas for improvement to enhance the student experience.

Rubric: A set of criteria or guidelines used to evaluate and assess the quality of a student's work, often including specific descriptions of various levels of performance for each criterion.

Scorecard: A performance management tool used to track, measure, and report on key metrics or objectives aligned with an organization's strategic goals. It provides a clear, concise way to assess progress and outcomes, ensuring accountability and continuous improvement.

Stewardship of Place in Higher Education: A term coined by the Association of State Colleges and Universities (AASCU) to describe the role of regional comprehensive universities to actively engage with and address the needs of their local communities by fostering partnerships, supporting economic development, and improving social and educational outcomes.

Substantive Change: A significant modification or expansion of the nature and scope of an accredited institution that can impact the quality of educational programs and services.



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