

SOUTHERN UNIVERSITY LAW CENTER

STRATEGIC PLAN

**ACT 1465 of 1997 Compliance Document
FY 2020-2021 through FY 2024-2025**

**Submitted to the Louisiana Board of Regents and
the Office of Planning and Budget
August 1, 2021**

Southern University Law Center Act 1465 Strategic Plan FY 2020-2021 through 2024-2025

Vision Statement: The Southern University Law Center’s vision is to be a leading school of opportunity for a diverse group of students from underrepresented racial, ethnic, and socio-economic groups on the regional, and national level; and be recognized as a regional and national leader in skills training for future attorneys.

Mission Statement: The mission and tradition of the Law Center is to provide access and opportunity to a diverse group of students from underrepresented racial, ethnic, and socio-economic groups to obtain a high-quality legal education with training in both civil and common law. Additionally, our mission is to train a cadre of lawyers equipped with the skills necessary for the practice of law and for positions of leadership in society.

Philosophy Statement: The Southern University Law Center, which offers a program of study leading to the Juris Doctor degree, is unique among American law schools in its original purpose and mission. The Law Center’s original purpose was driven by a belief in the “separate but equal” education of racial groups on public institutions of higher education. As a result of the United States Supreme Court decision in *Brown v. Board of Education* 349 U.S. 249(1955), which declared that “separate but equal” education of racial groups in public institutions was inherently unequal and constitutionally prohibited, the mission of the Law Center has been transformed. This transformed mission is to prepare students from racially and socioeconomically diverse backgrounds to practice law. The Law Center admits students on a broader basis than undergraduate grade point average and performance on standardized law school admissions test. The Law Center does not hesitate to accept students who would otherwise be denied the opportunity to pursue a legal education if their admission was predicated solely upon these commonly relied upon predictors. The Law Center vigorously and passionately pursues its mission to provide educational opportunities to a diverse and racially balanced student body to maintain its tradition of providing a legal education to under-represented racial, ethnic, and economic groups.

The Law Center has attained a unique status because of its mission and purpose. It is:

- one of the nation’s five remaining historically Black law schools, accredited by the American Bar Association along with Howard University School of Law, North Carolina Central University School of Law, the Thurgood Marshall School of Law at Texas Southern University, and the Florida A&M University College of Law.
- responsible for graduating approximately 80 percent of the African-American attorneys admitted to practice law in Louisiana.
- providing professional legal education to a racially diverse and gender-balanced student body.

The Law Center aims to educate attorneys who will meet the need for legal services in communities which might otherwise go unserved. Those communities include underprivileged urban and rural communities that need leaders who have acquired knowledge and skills, which are imparted by the legal education provided by the Law Center. The Law Center also aims to train its students to assume important positions of responsibility and leadership in our society.

The Law Center is fully accredited by the American Bar Association, the Supreme Court of Louisiana, and the Commission of Colleges of the Southern Association of Colleges and Schools. It is also approved by the Veterans Administration for the training of eligible veterans.

Goals and Objectives: **Attached**

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Vice Chancellor for Institutional Accountability and Accreditation
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Goals and Objectives:

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

Objective I.1: Increase the fall headcount enrollment by 10% from the baseline level of 565 in Fall 2016 to 630 by Fall 2022 (Baseline year FY 2016-2017).

Strategy I.1.1: Assure access to programs and services to disadvantaged and other hard to reach citizens.

Strategy I.1.2: Promote/expand the pre-law summer program.

Strategy I.1.3: Maintain home web page capability to include applications for admissions.

Strategy I.1.4: Expand/promote annual pre-law day program.

Strategy I.1.5: Increase alumni and faculty participation in recruitment efforts.

Strategy I.1.6: Market dual degree programs to increase enrollment of the J.D./M.P.A. and J.D./M.B.A. programs.

Performance Indicators:

Input: Number of students enrolled at the Southern University Law Center in each fall term.

Output: Total student enrollment as reported in the Board of Regents State Student Profile data set (SSPS) for fall term, compared with fall term SSPS data set total student enrollment.

Outcome: Percent change in the number of students enrolled (as of the 14th class day) at Southern University Law Center.

II. Goal II: Ensure Quality and Accountability

Objective II.1: Ensure that the Law School Admissions Test (LSAT) median score equals or exceeds 143.

Strategy II.1.1: Provide comprehensive pre-law services to prospective law students.

Strategy II.1.2: Monitor admission statistics for students seeking admission.

Strategy II.1.3: Provide LSAT preparation support services to students seeking admission into law school.

Performance Indicator:

Output: Institutional Median LSAT score

Objective II.2: Ensure that the percentage of full-time first year law students academic attrition is not more than 20%

Strategy II.2.1: Provide academic counseling.

Strategy II.2.2: Continue academic assessment of students through Academic Support Services.

Strategy II.2.3: Expand academic and training support.

Strategy II.2.4: Continue academic assistance beyond the first year.

Strategy II.2.5: Expand mentoring, tutoring, and related programs.

Strategy II.2.6: Track retention as a measure of student success.

Performance Indicators:

Input: Total number of first-year full-time students academically attrite.

Output: Percentage of students who academically attrite.

Outcome: Percentage of first-year full-time students enrolled on the 14th day as second year students.

Source: Southern University Law Center enrollment records and the Louisiana State Bar Association Passage Records

¹Objective II.3: Ensure that at least 75% of SULC's graduates in a calendar year who sat for a bar examination pass a bar examination administered within two years of their date of graduation.

Performance Indicators:

Input: The number of SULC graduates who took a state bar examination within two years of their graduation date.

Outcome: Percentage of SULC graduates who took and passed a state bar examination within two years of their graduation date.

Strategy II.3.1: Provide bar review services for both the common law and civil law bar examinations.

Strategy II.3.2: Offer courses in the curriculum to prepare students for the Louisiana Bar Examination, the Uniform Bar Examination, and for bar examinations in other common-law jurisdictions.

Objective II.4: Have an employment rate for the Law Center's graduates, as reported annually to the American Bar Association Section of Legal Education and Admissions to the Bar, of at least 85% of each year's national aggregate employment rate as reported by the American Bar Association Section of Legal Education and Admissions to the Bar.

Strategy II.4.1: Increase student internships and summer clerkships.

Strategy II.4.2: Increase the number of employers that participate in on campus interviews.

Strategy II.4.3: Provide training, information, and educational resources to law students involved in legal career planning and development.

¹The original language of Objective II.3, along with the accompanying strategies, have been deleted from SULC's Strategic Plan as this objective is moot and no longer relevant following the expiration of Louisiana's Grad Act in 2016.

Strategy II.4.4: Increase student participation with job placement seminars and job fairs.

Performance Indicators:

Input: Number of graduates reported to the American Bar Association Section of Legal Education and Admissions to the Bar as employed or pursuing an LL.M. in March of each year.

Outcome: Percent of graduates reported to the American Bar Association Section of Legal Education and Admissions to the Bar as employed or pursuing an LL.M. in March of each year.

Source: Southern University Law Center Office of Career Services reports the “Employment Questionnaire” to the American Bar Association Section of Legal Education and Admissions to the Bar.

III. Goal: Enhance Service to the Community and State.

Objective III.1: Maintain live-client pro bono clinics and pro bono outreach programs that provide free legal services or free outreach services to 500 citizens per year.

Strategy III.1.1: Increase student involvement in pro bono clinics and pro bono outreach services.

Strategy III.1.2: Expand professional skills training through the Clinical Education Program.

Strategy III.1.3: Increase the number of citizens that become aware of pro bono services offered at the Southern University Law Center.

Strategy III.1.4: Provide training, and education resources to law students involved in pro bono clinical and outreach services.

Strategy III.1.5: Increase student participation in clinical programs.

Performance Indicators:

Input: Number of citizens reported as receiving services by the live client clinics at the Law Center and number of citizens receiving services through the Volunteer Income Tax Assistance (VITA) program and the Louisiana Ag Mediation program (LAMP).

Output: Number of citizens receiving pro bono services.

Source: Southern University Law Center Clinical Program annual statistics, Louisiana Ag Mediation Program reported to the United States Department of Agriculture, and Volunteer Income Tax Assistance program statistics reported to the Internal Revenue Services.

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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:

The Southern University Law Center is an autonomous campus of the Southern University System. The Law School, originally established for the training and preparation of African-Americans for the practice of law in the State of Louisiana, is one of the most diverse law schools in the nation. The Law Center's clients include all citizens in Louisiana who avail themselves of a sound legal education. Services are delivered to students enrolled in the juris doctor program. Additionally, the Law Center's clients extend beyond students to citizens who benefit from the clinical education program and to members of the bench and bar who participate in the continuing legal education program. Louisiana's citizens in underrepresented and underserved communities are primary clients and users of the legal program.

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 the Board of Regents which could significantly affect the achievement of its goals includes:

1. State Government Funding

While the current Board of Regents has been very supportive of the Southern University Law Center's goals and objectives, state support for postsecondary education in general has been greatly reduced. State of Louisiana funding for higher education will likely decrease for the next few years.

2. The Economy

At present, Louisiana's economy is suffering from the effects of the national and state economic downturn as well as the British Petroleum Gulf of Mexico Oil spill. Because the state's economy is recovering from the effects of these events, postsecondary education's financial position will always be precarious as long as its funding is not constitutionally protected. The economic recession has hit postsecondary education particularly hard, since its funding is not protected constitutionally or statutorily. Furthermore, there is a significant downturn in legal employment opportunities for law graduates that may continue for several years.

3. Downturn in Law School Applications for Admission

In the fall of 2015, law school applications marked the lowest level in 15 years. The decline in applications for Admission detrimentally affects the quality and quantity of first-year entering law school classes.

4. The Federal Government Funding

Future federal funding for higher education remains uncertain.

5. The American Bar Association Standards of Accreditation

Law schools which demonstrate that their programs of legal education are consistent with sound legal education principles are accredited by the American Bar Association. Currently, the American Bar Association is considering changes to its accreditation standards which may have a detrimental effect on law schools that have afforded legal education opportunities to traditionally under-represented racial, ethnic, and economic groups.

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

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

Constitution of 1974, Article VIII, Section 7; LA R.S. 17:1421,
Act 83 of 1977, Act 313 of 1975, Act 52 of 1978, Act 971 of 1985, Act 3 of 1997

II. Goal: Ensure Quality and Accountability

Constitution Article of 1974, Article VIII, Section 7; LA R.S. 17:1421
Act 83 of 1977, Act 313 of 1975, Act 52 of 1978, Act 971 of 1985, Act 3 of 1997

III. Goal: Enhance Service to the Community and State

Constitution Article of 1974, Article VIII, Section 7; LA R.S. 17:1421
Act 83 of 1977, Act 313 of 1975, Act 52 of 1978, Act 971 of 1985, Act 3 of 1997

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

The Southern University Law Center is required by Act 1465 of 1997 to develop and make timely revision of a strategic plan. The goals and objectives in this five-year strategic plan were derived from the Regents' Revised Master Plan, which was adopted by the Board of Regents in April of 2012. Additionally, the Law Center is required by the American Bar Association to conduct a self-study. The development of this self-study included committees consisting of faculty, alumni, and members of the bench and bar.

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

See Performance Indicator Documentation attached for each objective.

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

For the purposes of Act 1465 of 1997, the Southern University Law Center is a single program. Duplication of effort of more than one program is not applicable. The Law School was originally established for the training and preparation of African American students for the practice of law in the State of Louisiana. Its current mission is to prepare students from racially and socioeconomically diverse backgrounds to practice law. Additionally, the Law Center is the only publicly-funded institution of higher education that offers legal education on a part-time evening and day basis.

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

VIII. A description of how each program indicator is used in management decision making and other agency processes. See Performance Indicator Document attached for each performance indicator.

IX. A statement regarding the human resource policies benefiting women and families.

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 offer programs and services that are beneficial to the success and prosperity of women and families.

**PERFORMANCE INDICATOR
DOCUMENTATION**

Program: Southern University Law Center

Activity: Southern University Law Center Enrollment

Objective: Increase the fall headcount enrollment by 10% from the baseline level of 565 in Fall 2016 to 630 by Fall 2022 (Baseline year FY 2016-2017).

Indicator Name: Percent change in the number of students enrolled (as of the 14th class day) at Southern University Law Center.

Indicator LaPAS PI Code: 13857

1. **Type and Level:** Outcome, Key
2. **Rationale, Relevance, Reliability:** Recognition of importance of Louisiana having an educated citizenry.
3. **Use:** The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas previously.
4. **Clarity:** Head count enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number)
5. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide student Profile System (SSPS). The system has been in existence for approximately 30 years. The change will be calculated using fall, 2015 enrollment figures as the baseline year and measuring the change to the year being examined.
6. **Calculation Methodology:** The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester. 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 reporting the difference (whether increase or decrease). The difference will be divided by the baseline year enrolled to calculate the percentage change.

7. **Scope:** This indicator is the aggregate of all enrolled law students at Southern University Law Center. The change will be measured in the aggregate.
8. **Caveats:** No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment and are not the enrollment calculations used for funding or reimbursement calculations.
9. **Accuracy, Maintenance, Support:** Data will be retrieved from the Board of Regents' Statewide student Profile System (SSPS). The system has been in existence for approximately 30 years. The change will be calculated using fall 2018 enrollment figures as the baseline year and measuring the change to the year being examined.
10. **Responsible Person:** The Law Center Office of Records and Registration is responsible for the data collection, analysis and quality. The Law Center staff person who is responsible for data collection, analysis and quality is:

De'Andrea Lee (on leave)
Director of Records and Registration
Telephone: 225-771-5340
2 Roosevelt Steptoe Drive
Baton Rouge, Louisiana
70813

OR

LaTonya Wright
Interim Director of Records and Registration
Telephone: 225-771-5340
2 Roosevelt Steptoe Drive
Baton Rouge, Louisiana
70813

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University Law Center

Activity: Southern University Law Center Admissions

Objective: II.1: Ensure that the Law School Admissions Test (LSAT) median score for entering freshmen equal or exceed 143

Indicator Name: Institutional Median LSAT Score

Indicator LaPAS PI Code: 24936

1. **Type and Level:** Output, Key
2. **Rationale, Relevance, Reliability:** The Law School Admissions Test (LSAT) predicts the success of applicants in the first year of law school. The test is an important part of the law school admission process in the United States. It provides a standard measure of acquired reading and verbal reasoning skills that law schools may use as one of several factors in assessing law school applicants.
3. **Use:** The indicator is used as one of several measures of an applicant's likelihood of success in the first year of law school.
4. **Clarity:** The LSAT is the Law School Admissions Test
5. **Data Source, Collection and Reporting:** The information will be retrieved from Southern University Law Center's admissions records on entering students. The information is very accurate. The Law School Admissions Council administers the test and distributes the data.
6. **Calculation Methodology:** The indicator will be calculated by identifying the LSAT score of all entering freshman and calculating the median score.
7. **Scope:** The indicator is the aggregate of all entering freshman students.
8. **Caveats:** The Law Center engages in a full file review of all applicants. The LSAT is one of many factors involved in the admissions process.

- 9. Accuracy, Maintenance, Support:** The indicator and subsequent performance data have not been audited by the Office of the Legislative Auditor.
- 10. Responsible Person:** The Law Center Admissions and Recruitment Office is responsible for data collection, analysis, and quality with oversight by the Faculty Admissions Committee. The Law Center staff person who is responsible for data collection, analysis and quality is:

Andrea Love
Associate Vice Chancellor of Enrollment
Management and Matriculation Services
Phone: 225-771-6297
2 Roosevelt Steptoe Drive
Baton Rouge, Louisiana
70813

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University Law Center

Activity: Southern University Law Center First Year Attrition

Objective: Ensure the percentage of full-time first year law students' academic attrition is not more than 20%.

Indicator Name: Reduction of Non-academic attrition from first to second year

Indicator LaPAS PI Code: No code

1. **Type and Level:** Input, Key
2. **Rationale, Relevance, Reliability** It is important to recognize that retention of students and persistence rates are important in postsecondary education. In order for the state of Louisiana to rank nationally in educational progress, all citizens must be prepared to participate in the state's economy.
3. **Use:** A sound legal education program remains committed to the premise that retaining students is important for the institution, the system, and the state. Measuring the number of students who are lost to academic attrition can cause many decisions to change on campus, such as admissions and recruitment strategies, student services, and course offerings.
4. **Clarity:** The indicator name clearly identifies what is being measured.
5. **Data Source, Collection and Reporting:** Data will be retrieved from the Board of Regents' Statewide student Profile System (SSPS). This system has been in existence for approximately 30 years.
6. **Calculation Methodology:** The number of first year students who are lost due to academic attrition will be counted.
7. **Scope:** The indicator is an aggregate of all Southern University Law Center first-year students who are retained to second-year.
8. **Caveats:** No real weaknesses. The reader must understand that this indicator reflects the first to second year retention rates for Law Center students.

9. **Accuracy, Maintenance, Support.** Data will be 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 collection, aggregation, and editing of the data.
10. **Responsible Person:** The Law Center Office of Records and Registration is responsible for the data collection, analysis and quality. The Law Center staff person who is responsible for data collection, analysis and quality is:

D'Andrea Lee (on leave)

Director of Records and Registration

Phone: 225-771-5340

2 Roosevelt Steptoe Drive

Baton Rouge, Louisiana

70813

OR

LaTonya Wright

Interim Director of Records and Registration

Phone: 225-771-5340

2 Roosevelt Steptoe Drive

Baton Rouge, Louisiana

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University Law Center

Activity: Southern University Law Center Graduation Rate

Objective²

²The language of Objective II.3, along with the accompanying strategies, have been deleted from SULC's Strategic Plan as this objective is moot and is no longer relevant following the expiration of Louisiana's Grad Act in 2016.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University Law Center

Activity: Southern University Law Center Bar Passage Rate

Objective: Ensure that at least 75% of SULC's graduates in a calendar year who sat for a bar examination pass a bar examination administered within two years of their date of graduation.

Indicator Name: Number of graduates who pass a state bar exam.

Indicator: LaPAS PI Code: No Code

1. **Type and Level:** Input, Key
2. **Rationale, Relevance, Reliability:** Recognition that Louisiana's minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens, including the minority populace, must be prepared to participate in this country's economy.
3. **Use:** A sound legal education program remains committed to the premise that a diverse legal representation is advantageous for the students, the institution, the system, and the state. The objective of increasing the number of minorities in legal education can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.
4. **Clarity:** Bar passage refers to the number of SULC graduates who pass a state bar examination within two years of their graduation date.
5. **Data Source, Collection and Reporting:** Data will be retrieved from the Louisiana Supreme Court Committee on Bar Admissions, the National Conference of Bar Examiners, and the American Bar Association.
6. **Calculation Methodology:** The number of Southern University Law Center graduates who take and pass a state bar examination within two years of their graduation date.
7. **Scope:** The indicator is the aggregate of Southern University Law Center graduates who take and pass a state bar examination within two years of their graduation date.

8. **Caveats:** No real weaknesses.
9. **Accuracy, Maintenance, Support:** Data will be gathered annually, in the fall. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.
10. **Responsible Person:** The Associate Vice Chancellor of Academic Support, Counseling and Bar Preparation and is responsible for data collection, analysis and quality is the Director of Bar Preparation. The Law Center staff person who is responsible for data collection, analysis and quality is:

Cynthia Reed

Associate Vice Chancellor of Academic Support,

Counseling, and Bar Preparation

Phone: 225-771-4910

2 Roosevelt Steptoe Drive

Baton Rouge, Louisiana

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University Law Center

Activity: Southern University Law Center Graduate Employment Rate

Objective: Have an employment rate for the Law Center's graduates, as reported annually to the American Bar Association Section of Legal Education and Admissions to the Bar, of at least 85% of each year's national aggregate employment rate as reported by the American Bar Association Section of Legal Education and Admissions to the Bar.

Indicator Name: Percent of graduates reported to the American Bar Association Section of Legal Education and Admissions to the Bar in March of each year as employed or pursuing an LL.M. degree.

Indicator LaPAS PI Code: 13863

1. **Type and Level:** Input, key
2. **Rationale:** This indicator is a good measure of the opportunity to obtain employment in fields in which a law degree is required or beneficial. The Law Center and all other accredited law schools in the United States report employment data to their accrediting body, the American Bar Association Section of Legal Education and Admissions to the Bar (ABA), using the ABA methodology.
3. **Use:** The indicator will be used to evaluate the efficiency of the Law Center's career development programs, to make adjustments in services provided, and to facilitate more targeted advising and career counseling.
4. **Clarity:** None Needed.
5. **Data Source, Collection and Reporting:** The information is gathered beginning at graduation and continues through the reporting date, using surveys and other approved collection methods as dictated by the ABA.
6. **Calculation Methodology:** The indicator is calculated by dividing the number of recent graduates who report their status as employed or pursuing an LL.M. degree by the total number of recent graduates for whom we have employment data. This is a standard calculation for reporting employment data to the ABA.
7. **Scope:** The indicator is an aggregate figure for all recent graduates.

8. **Caveats:** The indicator uses self-reported employment information.
9. **Accuracy, Maintenance, Support:** The Law Center collects the data, and is responsible for its analysis and quality.
10. **Responsible Person:** The Law Center Director of Career Services collects the data and is responsible for its analysis and quality. The information is gathered by the Law Center's Office of Career Services by surveying recent graduates. The procedures and processes for this data collection are governed by the ABA. The Director of Career Services is:

Koshaneke Gilbert

Director of Career Services

Phone: 225-771-2142

2 Roosevelt Steptoe Drive

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Southern University Law Center

Activity: Pro Bono Clinics and Outreach

Objective: Maintain live-client pro bono clinics and pro bono outreach programs that provide free legal services or free outreach services to 500 citizens per year.

Indicator Name: Total number of citizens receiving pro bono services.

Indicator LaPAS PI Code: No Code

1. **Type and Level:** Outcome, Key
2. **Rationale:** Recognition that Louisiana's citizens who are low-income should receive pro bono services.
3. **Use:** A sound legal education program remains committed to the premise that providing services to low-income citizens on a pro bono basis is important.
4. **Clarity:** None needed.
5. **Validity, Reliability and Accuracy:** Data will be retrieved from the Southern University Law Center Legal Clinics and Outreach Services. The clinics have been in existence for more than 35 years. The indicator will be calculated using the cumulative number of citizens served.
6. **Data Source, Collection and Reporting:** Data will be retrieved from the Southern University Law Center Clinical and outreach programs. A record keeping system has been in existence for approximately 35 year. The indicator will be calculated using the cumulative. Also, Data will be gathered annually. The indicator will be reported at the end of the fourth quarter. This will allow time for collection, aggregation, and editing of the data.
7. **Calculation Methodology:** The number of citizens served by pro bono clinical and outreach services.
8. **Scope:** The indicator is the aggregate number of citizens who receive pro bono services.

9. Caveats: No real weaknesses. The reader must understand that this indicator reflects the cumulative number of citizens served annually by pro bono services.

10. Responsible Person: The Law Center Director of Clinical Legal Education collects the data and is responsible for its analysis and quality. The Director of Clinical Legal Education is:

Virginia Listach,
Director,
Clinical Education
Phone: 225-771-3333
2 Roosevelt Steptoe Drive Baton
Rouge, Louisiana 70813

STRATEGIC PLANNING CHECKLIST

Planning Process

- General description of process implementation included in plan process documentation
- Consultant used
 - If so, identify: _____
- Department/agency explanation of how duplication of program operations will be avoided included in plan process documentation
- Incorporated statewide strategic initiatives
- Incorporated organization internal workforce plans and information technology plans

Analysis Tools Used

- SWOT analysis
- Cost/benefit analysis
- Financial audit(s)
- Performance audit(s)
- Program evaluation(s)
- Benchmarking for best management practices
- Benchmarking for best measurement practices
- Stakeholder or customer surveys
- Undersecretary management report (Act 160 Report) used
- Other analysis or evaluation tools used
 - If so, identify: _____

Stakeholders (Customers, Compliers, Expectation Groups, Others) identified

- Involved in planning process
- Discussion of stakeholders included in plan process documentation

Authorization for goals

- Authorization exists
- Authorization needed
- Authorization included in plan process documentation

External Operating Environment

Factors identified and assessed

Description of how external factors may affect plan included in plan process documentation

X Formulation of Objectives

- Variables (target group; program & policy variables; and external variables) assessed
- Objectives are SMART

 X Building Strategies

- Organizational capacity analyzed
- Needed organizational structural or procedural changes identified
- Resource needs identified
- Strategies developed to implement needed changes or address resource needs
- Action plans developed; timelines confirmed; and responsibilities assigned

 X Building in Accountability

- Balanced sets of performance indicators developed for each objective
- Documentation Sheets completed for each performance indicator
- Internal accountability process or system implemented to measure progress
- Data preservation and maintenance plan developed and implemented

 X Fiscal Impact of Plan

- Impact on operating budget
- Impact on capital outlay budget
- Means of finance identified for budget change
- Return on investment determined to be favorable

PERFORMANCE INDICATOR

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Institutional Median LSAT score	142	142	143	143	144	144	145
Institutional Pass Rate on La. Bar Exam Louisiana First-Time Test Takers	60.38%	58.76%	60.13%	61%	63%	63%	65%
Bar Exam Passage Rate as a Percentage of State Bar Exam Passage Rate	83.09%	73.84%	80%	85%	85%	85%	85%
Percentage of Graduates Placed in Jobs within 10 months after Graduation	72%	73%	74%	75%	76%	77%	78%