

DATELINE 2010: STRATEGIC PLAN

Louisiana Community & Technical College System

GOALS AND INDICATORS

Goal 1 - Student Access and Success - *Provide the citizens of Louisiana with appropriate education, training and student services at moderate cost, convenient times and accessible locations to increase their success in certificate, diploma, associate or baccalaureate studies or in the State's workforce.*

- a. Growth in enrollment (credit courses)
 - 1 number of all entering freshmen
 - 2 System percentage of all entering freshmen
 - 3 number & percent of Louisiana citizens enrolled full/part-time by age group
- b. Developmental studies enrollment
 - 1 number & percent of the total student population enrolled in “developmental” math, English, and reading courses (course should be denoted with a “D” in file submission to Regents) number of students enrolled in one, two, three or more developmental courses
- c. Student Retention/Program Completion: Student persistence to complete academic transfer or occupational/vocational programs
 - 1 number and percent of the starting cohort of full-time & part-time students enrolled in the fall, that re-enroll the following spring
 1. at the same institution
 2. at another Louisiana public post-secondary institution
 - 2 number and percent of the starting cohort of full-time & part-time students enrolled in the fall, that re-enroll the following fall
 1. at the same institution
 2. at another Louisiana public post-secondary institution
 - 3 number of students graduating from an LCTCS institution
 - 4 number of degrees conferred (by award level)
 - 5 number of students exiting with a certificate, degree, diploma, licensure, and IBC (within a year of exiting the System)
 1. TCA as defined by the Board of Regents (use CRIN and request flat files from colleges that contain graduate information)
 - 6 number and percent of the starting cohort of full-time students enrolled in college-credit degree or certificate programs who complete catalog requirements within 150% of the designated timeframe
 - 7 number and percent of the starting cohort of part-time students enrolled in college-credit degree or certificate programs who complete catalog requirements within 300% of the designated timeframe
- d. number and percent of fall credit enrollment by race/ethnicity, age, gender, & parish/geographic origin

- e. Developmental Studies Pass Rates: Participation and success rate of students entering LCTCS institutions who require further college preparatory or remedial studies before they can experience success in college-level courses.
 - 1 number of students enrolled in developmental courses versus number of students enrolled in regular college courses
 - 2 number of students enrolled in developmental education that complete with a grade of C or better (or PASS) compared to the entire population of students enrolled in developmental education each semester
- f. Cross and Dual Enrolment
 - 1 number & percent of credit students “cross-enrolled”
 - 1. within the LCTCS
 - 2. in an LCTCS institution and a four-year institution
 - 2 number & percent of credit students “dually enrolled” at an LCTCS institution and a high school

Goal 2 - Educational Programs and Services - *Develop responsive, innovative education, training, and learning resource programs that prepare Louisiana citizens for immediate employment or transfer to two and four-year colleges or universities*

- a. number of programs (and respective degree levels) offered at the colleges (as shown on the Regents CRIN) number and percent of mandatory accreditation programs accredited
- b. number of programs accredited and/or meet industry standards
- c. number of approved articulated courses offered by the colleges (as shown on the Board of Regents articulation matrix)
- d. number of articulation agreements for transfer (secondary and postsecondary)
- e. number of programs offered at the institutions that match high demand occupations as established by the Louisiana Board of Regents

Goal 3 - Student Development and Satisfaction - *Offer student services programs to motivate Louisiana citizens to maximize their potential for learning through goal attainment; healthy competitiveness; and the development of teamwork, leadership, critical thinking, problem solving, and citizenship skills according to the Community College Survey of Student Engagement (CCSSE).*

- a. Student Satisfaction: Student satisfaction with the quality of the educational programs and services at LCTCS institutions
 - 1 number and percent of students reporting that they have fulfilled, or are in the process of fulfilling, their original goals for enrolling
 - 2 number and percent of students reporting overall satisfaction with the college services (that they used)
 - 3 Overall student satisfaction rating for the college
- b. Number of students participating in organizations or activities focused on leadership development (examples., Skills USA, Campus Compact, Phi Theta Kappa, Habitat for Humanity, Phi Beta Lambda)

Goal 4 - Cultural, Economic and Educational Diversity - *Create campus environments that encourage better-quality learning experiences that reinforce the value of cultural and economic diversity, mutual respect, and each person's ability to become a more productive Louisiana citizen.*

- a. number and percent of fall credit enrollment by race/ethnicity, age, gender, & parish/geographic origin
- b. Percentage of students on need-based aid (collection by Board of Regents anticipated for October 2007)

Goal 5 - Economic/Workforce Development - *Supply Louisiana's business and industry with a well-educated, highly skilled workforce capable of improving the State's competitive advantage within the United States and throughout the global economy.*

- a. Number of businesses served by LCTCS institutions
- b. Enrollment by type as reported by LCTCS institutions -
 - 1 number of non-college credit students enrolled in incumbent worker training programs
 - 2 number of non-college credit students enrolled in customized /specialized training
 - 3 number of non-college credit students enrolled in occupational training programs
 - 4 number of non-college credit students enrolled in adult basic education/GED preparation
 - 5 number of non-college credit students enrolled in personal enrichment/leisure courses
- c. Enrollment by type **as reported by LCTCS institutions** -
 - 1 number of college credit students enrolled in incumbent worker training programs
 - 2 number of college credit students enrolled in customized /specialized training
 - 3 number of college credit students enrolled in occupational training programs
- d. Growth in non-credit enrollment
 - 1 number and percent of the total student population enrolled in non-college credit courses/training
- e. Number of students exiting with a certificate, diploma, licensure, and IBC (within a year of exiting the System)
- f. Employer Satisfaction with completers, as defined by the Council on Occupational Education¹: Satisfaction of Louisiana employers regarding the knowledge and skill levels of new employees trained by LCTCS institutions, as self-reported by LCTCS institutions
 - 1 percent of Louisiana employers indicating their satisfaction with the quality and performance of new employees who graduated from LCTCS institutions

¹ Completer: A student who been awarded the appropriate credential (graduate) or has acquired sufficient competencies through a program to become employed in the field of education pursued or a related field as evidenced by such employment (non-graduate).

- g. Number of “completers” Entering Workforce: Employment of graduates in an occupation or related field for which the individual has been trained, as reported by LCTCS institutions
 - 1 number and percent of LCTCS “completers” (see above comment) who became employed in a related field of study after receiving training at an LCTCS institution
 - 2 number and percent of LCTCS “completers” (see above comment) who became employed in an unrelated field of study after receiving training at an LCTCS institution
 - 3 number and percent of LCTCS “completers” that went on to continue their education at another Louisiana public postsecondary institution after receiving training at an LCTCS institution

Goal 6 - Partnerships - *Strengthen mutually beneficial partnerships with secondary education and universities, business and industry, government agencies, economic development entities, and community-based organizations that leverage resources to expand educational opportunities for current and future students.*

- a. Number of partnerships that include organizations that support work-based programs, internships, or clinical contracts
- b. Growth in number of grants and MOUs from previous year to current year

Goal 7- Technology and Electronic Learning - *Make effective use of new and emerging technology to improve teaching and learning in the Systems' classrooms, laboratories, and telecommunication networks.*

- a. Number and percent of students enrolled in distance education courses (according to SREB database and the student profile system)
- b. Number and percent of distance ed courses offered by delivery method & discipline

Goal 8 - College Personnel - *Recruit and retain exemplary faculty, staff, and administrators through continuous professional development. Attract and support the professional development and retraining of faculty, staff, and administrators at each of Louisiana's community and technical colleges.*

- a. Faculty and Staff Satisfaction: Faculty and staff satisfaction with the overall personnel program at each LCTCS institution -
 - 1 Percent of LCTCS faculty and staff who maintain that their institution functions effectively and supports their professional growth and development
- b. Number and percent of faculty/staff completing LDI.
- c. Faculty and staff diversity – number and percent by gender and race/ethnicity
- d. Faculty turnover rate by category
- e. Staff turnover rate by category

Goal 9 - Fiscal/Physical Resources – *Effectively manage the resources allocated for capital and operational expenses to support the mission of the Louisiana Community and Technical College System.*

- a. Percent of Budget Allocated to Instruction: An adequate percent of the LCTCS and institutional budgets are allocated to direct instruction and student services.
 - 1 percent of total education and general expenditures allocated to instruction –
 - 2 percent of total salary and wages allocated to faculty and staff development
- b. External Resource Development: Grant and contract revenue, exclusive of financial aid and scholarships, received by LCTCS institutions to enhance educational programs, student support and learning services, and administrative processes.
 - 1 percent of the LCTCS and member institution’s budget supported by external grants and contracts
- c. Affordability of the System
 - 1 Tuition rates as compared to other SREB states and nationally
- d. number of sites and times for classes (day, evening, weekend)
- e. Increase of fund balance over the previous year as reported on the Annual Financial Report
- f. Increase of revenues over the previous year as reported on the Annual Financial Report

Goal 10 - Institutional Effectiveness - *Demonstrate the effectiveness of programs, services, and operations in the Louisiana Technical and Community College System for continuous quality improvement and accountability to Louisiana’s citizens.*

- a. Auditing
 - a. Number of audit findings current year over previous year
- b. Student Satisfaction (measured every two years)
 - a. Of the categories where the student rated the institution’s performance “below average” in the baseline year, has the institution improved in those categories

APPENDIX

The following indicators cannot be captured during FY 2006-07. However, institutional workgroups will develop a framework and guidelines for capturing the indicators listed in this section. LCTCS institutions will be prepared to report on these indicators by FY 2008-09.

Goal 1 – Student Access and Success

- a. number of first-generation college students enrolled
- b. Licensure and Certification Pass Rates: Student performance on state or national licensure or certification examinations required for entry into selected professional occupations.
 - 1 Passing rates attained by students on professional occupational/vocational state or national licensure or certification examinations as defined by the Industry Based Certification Council
- c. Developmental Studies Pass Rates: Participation and success rate of students entering LCTCS institutions who require further college preparatory or remedial studies before they can experience success in college-level courses.
 - 1 number and percent of students completing developmental courses in English, and mathematics, who enroll in and successfully complete a college-level course requiring these skills

Goal 2 – Educational Programs and Services

- a. number of articulation agreements for transfer (secondary and postsecondary) and number of students taking advantage of each agreement

Goal 5 – Economic/Workforce Development

- a. Employer Satisfaction with completers, as defined by the Council on Occupational Education²: Satisfaction of Louisiana employers regarding the knowledge and skill levels of new employees trained by LCTCS institutions, as self-reported by LCTCS institutions
 - 1 Percent of Louisiana employers indicating their satisfaction with the offerings and services provided by the LCTCS institutions.

Goal 10 – Institutional Effectiveness

- a. Program Review processes: how often are program reviews conducted; how are they conducted³
- b. Student Outcomes Assessment⁴

² Completer: A student who been awarded the appropriate credential (graduate) or has acquired sufficient competencies through a program to become employed in the field of education pursued or a related field as evidenced by such employment (non-graduate).

³ Colleges believe the program review process is extremely important and should be factored into determining institutional effectiveness. However, the measure as written would need to be addressed through a workgroup and revised to better define a measurable outcome.

⁴ As stated in the previous footnote, Colleges believe using CCSSE benchmarks is extremely important and should be factored into determining institutional effectiveness. However, the measure as written would need to be addressed through a workgroup and revised to better define a measurable outcome.