

Louisiana Delta Community College

Strategic Plan

2009-2013

In compliance with Act 1465 of 1997

July, 2007

**LOUISIANA DELTA COMMUNITY COLLEGE
STRATEGIC PLAN (2009 - 2013)**

Vision Statement: Louisiana Delta Community College seeks to improve the quality of life of our citizens through educational programs offered through the college. We strive to increase the opportunity of Louisiana's workforce to succeed through skills training programs and we work to provide our citizens with the opportunity for lifelong learning. We are committed to teaching what is needed, when it is needed, and where it is needed

Mission Statement: Louisiana Delta Community College, an open-admissions, associate degree granting institution serving the northeastern parishes of Louisiana, provides high quality educational programs and services that are affordable and accessible to a diverse community of learners. Supported by the Louisiana Community and Technical College System, a dedicated faculty and staff fulfill this mission through their commitment to student achievement, academic excellence, lifelong learning, and the use of current technology.

Philosophy Statement: Delta maintains an educational environment that promotes academic integrity and critical inquiry in students, encourages the achievement of students' full potential, and places within them a keen desire for lifelong learning in an intellectually stimulating atmosphere.

Goals and Objectives:

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

Objective I.1: Increase fall 14th class day headcount enrollment at LDCC by 45% from the fall 2006 baseline level of 1,093 to 1,585 by fall 2012.

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

Strategy I.1.1: Expand program and course offerings at LDCC.

Strategy I.1.2: Promote electronic (distance) learning activities in each region of the state.

Strategy I.1.3: Promote transfers between and among campuses and colleges at all levels.

Strategy I.1.4: Ensure access to programs and services to citizens with disabilities.

Strategy I.1.5: Promote dual and cross enrollment agreements with public school districts and among postsecondary institutions.

Strategy I.1.6: Encourage and support colleges' use of Educational Planning and Assessment System (EPAS).

Performance Indicators:

Output: Number of students enrolled (as of the 14th class day) at LDCC.

Outcome: Percent change in the number of students enrolled (as of the 14th class day) at LDCC.

Objective I.2: Increase fall 14th class day minority enrollment at LDCC by 50% from the fall 2006 baseline level of 284 to 426 by fall 2012.

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

Strategy I.2.1: Expand outreach programs to recruit minority students.

Strategy I.2.2: Expand on-campus summer enrichment and transition programs.

Strategy I.2.3: Increase hiring of minority administrators, faculty and staff.

Strategy I.2.4: Expand various recruitment methods to increase participation in TOPS

Strategy I.2.5: Expand mentoring and tutoring programs.

Performance Indicators:

Output: Number of minority students enrolled (as of the 14th class day) at LDCC.

Outcome: Percent change in the number of minority students enrolled (as of the 14th class day) at LDCC.

Note: For the purposes of this report, minority enrollment is defined as any reported race, other than the following: white; non-resident alien; or “refused to indicate”. Students reported as “non-resident aliens” and “refused to indicate” will not be included in the minority counts. Minority enrollment projections have been adjusted in consideration that a portion of the students enrolling will fall into either of these two categories.

II. Goal: Ensure Quality and Accountability

Objective II.1: Increase the percentage of LDCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 1.6 percentage points from the fall 2006 baseline level of 58.4% to 60.0% by fall 2012.

Louisiana: Vision 2020 Link: Objective 1.6.4 - Percentage of residents who have graduated from a two-year technical or community college.

Strategy II.1.1: Implement system-wide and campus-specific retention assessment systems.

Strategy II.1.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy II.1.3: Expand academic and training support and resource centers

Strategy II.1.4: Continue periodic assessment of student services utilizing student opinion surveys.

Strategy II.1.5: Expand efforts to encourage transfer from two-year colleges to four-year universities.

Performance Indicators:

Output: Percentage of LDCC first-time, full-time, degree-seeking freshmen retained to the second year in public postsecondary education.

Outcome: Percentage point change in the percentage of first-time, LDCC full-time, degree-seeking freshmen retained to the second year in public postsecondary education.

Output: Percentage of LDCC first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Outcome: Percentage point change in the percentage of LDCC first-time, full-time, degree-seeking freshmen retained to the second year at the same institution.

Objective II.2: Increase the three year graduation rate at LDCC by 3.9 percentage points from the 2006-2007 academic year baseline level of 11.1% to 15% by spring 2013.

Louisiana: Vision 2020 Link: Objective 1.6.4 - Percentage of residents who have graduated from a two-year technical or community college.

Strategy II.2.1: Implement admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy II.2.2: Implement system wide and campus-specific retention assessment systems.

Strategy II.2.3: Expand efforts to encourage transfer from two-year colleges to four-year universities.

Performance Indicators:

Output: Percentage of LDCC students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from a public postsecondary institution.

Outcome: Percentage point change in the graduation rate of LDCC students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from a public postsecondary institution.

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 LCTC System has authority over a very diverse group of colleges. The system is comprised of seven community colleges, two technical community colleges, and one Louisiana Technical College, with forty campuses across the state. The System has facilities and/or programs strategically placed throughout Louisiana's sixty-four parishes, to ensure the citizens of Louisiana access to postsecondary education. The System colleges deliver services to students enrolled in a variety of programs. Additionally, the System customers extend beyond students to all citizens who benefit from a healthy economy. As the management board over ten institutions, which contribute to workforce development, job training and retraining, Louisiana's businesses and industries are primary clients and users of the LCTC System. And, finally, as a System committed to being accountable to its stakeholders, the main clients and users of the System's programs are all of the citizens of Louisiana who contribute tax revenues to state government and support postsecondary education in Louisiana.

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 LDCC that could significantly affect the achievement of its goals includes:

1. The Administration

The current administration is supportive of the LDCC goals and objectives. The support for postsecondary education in general has been commendable. However, the governor of Louisiana is very influential and there is no guarantee that future administrations will be as supportive of LDCC.

2. The Economy

At present, Louisiana's economy is relatively stable and becoming more diverse. However, even though the state's economy is not as vulnerable to downturns as it was in past decades, postsecondary education's financial position will always be precarious as long as its funding is not guaranteed. An economic recession or depression would hit postsecondary education particularly hard, since its funding is not protected by either constitution or statute.

3. The Federal Government

A significant amount of revenue flows from Washington D.C. into Louisiana public postsecondary education. A change in policy at the federal level can have dramatic effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

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

Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.

II. Goal: Ensure Quality and Accountability.

Constitution (Article VIII, Section 5 (D) 4) - To formulate and make timely revision of a master plan. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. 2.

Constitution (Article VIII, Section 5 (D) 1,2) - To revise or eliminate existing academic

programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. 3. Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.

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

The goals and objectives in this *Revised Five-year Strategic Plan* were derived in part from the *LCTC System Strategic Plan*, which was developed with the assistance of a consultant. Several existing external and internal strategic plans were reviewed. These plans include: The Board of Regents' Master Plan for Higher Education, the Governor's Vision 2020 Plan, the then-current LCTCS Strategic Plan as well as the plans of the system colleges. In addition, the System identified strategic directions for its future, which would allow for efficiency and effectiveness in addressing our roles as workforce training provider and the developer of human capital.

V. Identification of the primary persons who will benefit from or be significantly affected by each objective 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, La Delta Community College is a single program. Duplication of effort of more than one program is thus not applicable.

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 performance indicator is used in management decision making and other agency processes.

See Performance Indicator Documentation attached for each performance indicator.

IX. A statement regarding the Human Resource policies benefiting women and families.

Currently, the LCTCS does not have a specific policy benefiting women and families other than the Equal Opportunity Policy # 6.022. However, the LCTCS and its colleges offer programs and services that are beneficial to the success and prosperity of women and families.

PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase fall 14th class day headcount enrollment at LDCC by 45% from the fall 2006 baseline level of 1,093 to 1,585 by fall 2012.

Indicator: Number of students enrolled (as of the 14th class day) at LDCC.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data is submitted by the system colleges to the Board of Regents Statewide Student Profile System (SSPS) from their respective student data systems. The LCTC System retrieves this information from the SSPS. This system has been in existence for over 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data is submitted three times annually, in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Headcount 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).

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all students enrolled at LDCC on the 14th class day of the respective fall semesters.

8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

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

10. How will the indicator be used in management decision making and other agency processes?

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

PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase fall 14th class day headcount enrollment at LDCC by 45% from the fall 2006 baseline level of 1,093 to 1,585 by fall 2012.

Indicator: Percent change in the number of students enrolled (as of the 14th class day) at LDCC.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Outcome

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition of importance of Louisiana having educated citizens.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase fall 14th class day minority fall 14th class day headcount enrollment at LDCC by 50% from the fall 2006 baseline level of 284 to 426 by fall 2012.

Note: For the purposes of this report, minority enrollment is defined as any reported race, other than the following: white; non-resident alien; or “refused to indicate”. Students reported as “non-resident aliens” and “refused to indicate” will not be included in the minority counts. Minority enrollment projections have been adjusted in consideration that a portion of the students enrolling will fall into either of these two categories.

Indicator: Number of minority students enrolled (as of the 14th class day) at LDCC.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition that Louisiana’s minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state’s economy.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data is submitted by the system colleges to the Board of Regents Statewide Student Profile System (SSPS) from their respective student data systems. The LCTC System retrieves this information from the SSPS. This system has been in existence for over 25 years.

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The data are gathered three times annually, in the summer, fall and spring. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

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For purposes of this *Revised Strategic Plan*, minority is defined as non-white. Any student who is reported as having any other ethnicity code than white will be included in the calculation of minority. The only exceptions are that non-resident aliens and refused to indicate are not included. As is the case in any enrollment calculation, headcount enrollment is as of the 14th class day of the semester (9th class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Although not jargon, for purposes of this document, minority is defined as non-white and excludes non-resident aliens and students that refused to indicate a race.

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9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects minority headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white and excludes non-resident aliens and those students that refused to indicate a race.

10. How will the indicator be used in management decision making and other agency processes?

La Delta Community College remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. The objective of increasing minority enrollment in postsecondary education can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.

PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase fall 14th class day minority fall 14th class day headcount enrollment at LDCC by 50% from the fall 2006 baseline level of 284 to 426 by fall 2012.

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Indicator: Percent change in the number of minority students enrolled (as of the 14th class day) at the LCTC System.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Outcome

2. What is the rationale for the indicator? (Why was this indicator selected?)

Recognition that Louisiana’s minority participation remains under-represented in postsecondary education and that for Louisiana to move forward, all citizens must be prepared to participate in the state’s economy.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

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This indicator is the aggregate of all students enrolled at LDCC as of the 14th class day of the respective fall semesters.

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No real weaknesses. The reader must understand that this indicator reflects minority headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations. The reader must also understand that minority is defined as non-white and excludes non-resident aliens and those students that refused to indicate a race.

10. How will the indicator be used in management decision making and other agency processes?

La Delta Community College remains committed to the premise that a diverse student body is advantageous for the students, the institution, the system, and the state. The objective of increasing minority enrollment in postsecondary education can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course offerings.

PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase the percentage of LDCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 1.6 percentage points from the fall 2006 baseline level of 58.4% to 60.0% by fall 2012.

Indicator: Percentage of first-time, full-time, degree-seeking freshmen retained to second year in public postsecondary education.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

The LCTC System and its colleges must be committed not only to recruiting and enrolling students, but also retaining them in postsecondary education, thus preparing them for more productive lives.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data is submitted by the system colleges to the Board of Regents Statewide Student Profile System (SSPS) from their respective student data systems. The LCTC System retrieves this information from the SSPS. This system has been in existence for over 25 years.

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The data are gathered three times annually, in the summer, fall, and spring. For this indicator, fall semester data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

The retention percentage is calculated by using the institutionally defined cohort of first-time, full-time, degree-seeking freshmen in a given fall, and tracking them the following

fall for re-enrollment. The number of students found re-enrolled is divided by the cohort to obtain the retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

A cohort is defined as a specific group (of students) established for tracking purposes
Source: National Center for Education Statistics (NCES)

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

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9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

Retention in postsecondary education impacts many decisions. Student retention has impacts on financial aid, course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution's enrollment impacts scheduling, hiring, future planning, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase the percentage of LDCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 1.6 percentage points from the fall 2006 baseline level of 58.4% to 60.0% by fall 2012.

Indicator: Percentage point change in the percentage of first-time, full-time degree-seeking freshmen retained to the second year in public postsecondary education.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Outcome

2. What is the rationale for the indicator? (Why was this indicator selected?)

The LCTC System and its colleges must be committed not only to recruiting and enrolling students, but also retaining them in postsecondary education, thus preparing them for more productive lives.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data is submitted by the system colleges to the Board of Regents Statewide Student Profile System (SSPS) from their respective student data systems. The LCTC System retrieves this information from the SSPS. This system has been in existence for over 25 years.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The data are gathered three times annually, in the summer, fall, and spring. For this indicator, fall semester data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The standard method practiced nationwide for reporting headcount enrollment is as of the 14th class day of the semester (9th class day for quarter system). The Regents' SSPS is a unit record system where each enrolled student, regardless of course load, is counted.

The retention percentage is calculated by using the institutionally defined cohort of first-time, full-time, degree-seeking freshmen in a given fall, and tracking them the following

fall for re-enrollment. The number of students found re-enrolled is divided by the cohort to obtain the retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

A cohort is defined as a specific group (of students) established for tracking purposes
Source: National Center for Education Statistics (NCES)

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all students enrolled at LDCC as of the 14th class day of the respective fall semesters.

8. Who is responsible for data collection, analysis, and quality?

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

9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

Retention in postsecondary education impacts many decisions. Student retention has impacts on financial aid, course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution's enrollment impacts scheduling, hiring, future planning, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase the percentage of LDCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 1.6 percentage points from the fall 2006 baseline level of 58.4% to 60.0% by fall 2012.

Indicator: Percentage of first-time, full-time, degree-seeking freshmen retained to second year at the same institution.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

The LCTC System and its colleges must be committed not only to recruiting and enrolling students, but also retaining the students at their respective college, thus preparing them for more productive lives.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

Data is submitted by the system colleges to the Board of Regents Statewide Student Profile System (SSPS) from their respective student data systems. The LCTC System retrieves this information from the SSPS. This system has been in existence for over 25 years.

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The data are gathered three times annually, in the summer, fall, and spring. For this indicator, fall semester data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

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The retention percentage is calculated by using the institutionally defined cohort of first-time, full-time, degree-seeking freshmen in a given fall, and tracking them the following fall for re-enrollment. The number of students found re-enrolled at their same institution is divided by the cohort to obtain the retention percentage.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase the percentage of LDCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 1.6 percentage points from the fall 2006 baseline level of 58.4% to 60.0% by fall 2012.

Indicator: Percentage point change in the percentage of first-time, full-time degree-seeking freshmen retained to the second year at the same institution.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Outcome

2. What is the rationale for the indicator? (Why was this indicator selected?)

The LCTC System and its colleges must be committed not only to recruiting and enrolling students, but also retaining the students at their respective college, thus preparing them for more productive lives.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

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The data are gathered three times annually, in the summer, fall, and spring. For this indicator, fall semester data from the previous year and the current year will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data.

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fall for re-enrollment. The number of students found re-enrolled at their same institution is divided by the cohort to obtain the retention percentage.

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A cohort is defined as a specific group (of students) established for tracking purposes
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9. Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? If so, explain. Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

No real weaknesses. The reader must understand that this indicator reflects headcount enrollment and changes in headcount enrollment, and are not the enrollment calculations used for funding or reimbursement calculations.

10. How will the indicator be used in management decision making and other agency processes?

Retention in postsecondary education impacts many decisions. Student retention has impacts on financial aid, course offerings, seminars, graduation processes, faculty distribution, etc. Retention also impacts the overall size of an institution. The size of an institution's enrollment impacts scheduling, hiring, future planning, and program demands, facilities management, etc. Any significant changes in enrollment can impact all the areas listed above.

PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase the three year graduation rate at LDCC by 3.9 percentage points from the 2006-2007 academic year baseline level of 11.1% to 15% by spring 2013.

Indicator: Percentage of LDCC students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from a public postsecondary institution.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Output

2. What is the rationale for the indicator? (Why was this indicator selected?)

Graduation rates for LDCC are low. It is important for the further development of the state's economy that a higher percentage of students who enroll in college with the intention of earning a degree obtain that degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.

3. What is the source of the indicator? (Examples: internal log or database; external database or publication.) How reliable is the source? (For example, an external source may have a build-in bias or hidden agenda.)

The source of the data is the Board of Regents' Statewide Student Profile System to identify the first-time, full-time, degree-seeking cohort and the Regents' Completers System for graduates. The state and its institutions will follow the new protocol as established by the Southern Regional Education Board (SREB) which accounts for students who transfer to other public campuses in the state and subsequently graduate within 3/6 years to be included in the graduation rate calculation.

4. What is the frequency and timing of collection or reporting? (For example: Is the information gathered on a monthly, quarterly, semi-annual, or annual, basis? How "old" is it when reported? Is it reported on a state fiscal year, federal fiscal year, calendar year, school year, or other basis?)

The student cohort data includes those first-time, full-time, degree-seeking students who entered a two-year institution three years earlier and tracks how many and what percentage graduated (either from the original institution or another public institution in Louisiana).

5. How is the indicator calculated? Is this a standard calculation? (Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. For example, highway death rate is the number of highway fatalities per 100,000,000 miles driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

The graduation rate for two-year institutions is calculated by identifying the cohort of first-time, full-time, degree-seeking freshmen, and tracking them for three years. The number of students that graduate is divided by the original cohort to obtain the graduation rate.

6. Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

A cohort is defined as a specific group (of students) established for tracking purposes
Source: National Center for Education Statistics (NCES)

7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is the aggregate of all students enrolled at LDCC as of the 14th class day of the respective fall semesters.

8. Who is responsible for data collection, analysis, and quality?

The Board of Regents is the statewide coordinator for student data. Because graduation data is not limited to the institution at which the student originally enrolled, the LCTC System and its colleges will obtain this information from the Board of Regents.

Each institution submits enrollment and completer data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors.

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The reader must understand that this indicator is based on tracking a cohort of first-time, full-time, degree-seeking freshmen for three years. It is not a graduation rate for all students enrolled at an institution.

10. How will the indicator be used in management decision making and other agency processes?

Institutions must improve graduation rates. Additional campus resources should be allocated to programs that target improved rates. Improved advising, better scheduling, career counseling, and an increase in articulation agreements will all contribute to improved graduation rates. Implementation of admissions criteria at the four-year campuses will result in a better match between campus and student, resulting in improved graduation rates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: La Delta Community College

Increase the three year graduation rate at LDCC by 3.9 percentage points from the 2006-2007 academic year baseline level of 11.1% to 15% by spring 2013.

Indicator: Percentage point change in the graduation rate of LDCC students identified in a first-time, full-time, degree-seeking cohort, graduating within three years from a public postsecondary institution.

1. What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?)

Outcome

2. What is the rationale for the indicator? (Why was this indicator selected?)

Graduation rates for LDCC are low. It is important for the further development of the state's economy that a higher percentage of students who enroll in college with the intention of earning a degree obtain that degree. Louisiana's institutions have been making strides in this area, but more improvement is needed.

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