

# **South Louisiana Community College**

## **Strategic Plan**

**2009-2013**

In compliance with Act 1465 of 1997

July, 2007

**SOUTH LOUISIANA COMMUNITY COLLEGE  
STRATEGIC PLAN 2009-2013**

**Vision Statement:** South Louisiana Community College was created by act of the Louisiana Legislature in 1997 as a “comprehensive, multi-campus, public, two-year institution of higher education.” The legislation prescribes for the College both an academic and a vocational component and stipulates that programs offered by the College be developed “to assure the delivery of coordinated and articulated educational services in” the parishes of Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, St. Mary, and Vermilion.

**Mission Statement:** South Louisiana Community College seeks to cultivate a learning environment in which participants develop the qualities and skills necessary to engage actively in the economy, governance, and culture of South Louisiana and in the global arena. This function is fostered in a climate that focuses upon intellectual rigor, caring, and respect for the diverse cultures of the College community.

To fulfill its mission, South Louisiana Community College provides:

- General education courses and associate degree programs that transfer to other two-year schools and to baccalaureate programs
- Associate degrees in fields of study that prepare students for immediate employment
- A developmental studies program that strengthens basic skills and prepares students for collegiate work
- Specialized career training and technical skill development that provide for fuller participation by area citizens in the work place and the economy
- Comprehensive support services that assist students in reaching academic, personal, career, and employment goals
- Technical programs which meet the economic development needs of business and industry
- A community education program, which incorporates the principles of service and continuing education for area citizens.

**Philosophy Statement:** South Louisiana Community College believes in open-admissions which provides access to students from diverse racial, religious, economic, educational, and cultural backgrounds. Within this open environment, the College offers educational opportunities designed to improve the quality of life and meet the lifelong educational needs of the citizens it is designed to serve.

**Goals and Objectives:**

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

**Objective I.1:** Increase fall 14<sup>th</sup> class day headcount enrollment at SLCC by 100% from the fall 2006 baseline level of 2,423 to 4,846 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 SLCC.

**Strategy I.1.2:** Promote electronic (distance) learning activities.

**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 college's use of Educational Planning and Assessment System (EPAS).

**Performance Indicators:**

Output: Number of students enrolled (as of the 14<sup>th</sup> class day) at SLCC.

Outcome: Percent change in the number of students enrolled (as of the 14<sup>th</sup> class day) at SLCC.

**Objective I.2:** Increase fall 14<sup>th</sup> class day minority enrollment at SLCC by 60% from the fall 2006 baseline level of 701 to 1122 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 various recruitment methods to increase participation.

**Strategy I.2.3:** Expand mentoring and tutoring programs.

**Performance Indicators:**

Output: Number of minority students enrolled (as of the 14<sup>th</sup> class day) at SLCC.

Outcome: Percent change in the number of minority students enrolled (as of the 14<sup>th</sup> class day) at SLCC.

**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 SLCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 10 percentage points from the fall 2006 baseline level of 56.2% to 66.2% 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 the College's Enrollment Management Plan

**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 South Louisiana Community College to other public post-secondary institutions.

### **Performance Indicators:**

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

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

Outcome: Percentage point change in the percentage of SLCC 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 SLCC by 2 percentage points from the 2006-2007 academic year baseline level of 3.4% to 5.4% 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 South Louisiana Community College's Enrollment Management Plan

**Strategy II.2.2:** Expand efforts to encourage transfer from South Louisiana Community College to other public post-secondary institutions.

## **Performance Indicators:**

Output: Percentage of SLCC 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 SLCC 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:**

South Louisiana Community College serves Louisiana citizens of at least sixteen years old in an eight parish area by providing a learning environment in which citizens develop the qualities and skills necessary to engage actively in the economy, governance, and culture of South Louisiana as well as in the global arena. Louisiana citizens who participate in South Louisiana Community

### **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:**

Two external factors that could significantly affect the achievement of South Louisiana Community College's goals are the economy and revenue flows from the federal government.

#### 1. 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 affects 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*, *The Board of Regents' Master Plan for Higher Education*, the Governor's *Vision 2020 Plan*, as well as South Louisiana Community College's Five-Year Plan (2007-2012). In addition, the College identified strategic directions for its future, which would allow for efficiency and effectiveness in addressing our role as a 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, South La 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: South Louisiana Community College

Increase fall 14<sup>th</sup> class day headcount enrollment at SLCC by 100% from the fall 2006 baseline level of 2,423 to 4,846 by fall 2012.

*Indicator:* Number of students enrolled (as of the 14<sup>th</sup> class day) at SLCC.

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 SLCC on the 14<sup>th</sup> 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: South Louisiana Community College

Increase fall 14<sup>th</sup> class day headcount enrollment at SLCC by 100% from the fall 2006 baseline level of 2,423 to 4,846 by fall 2012.

*Indicator:* Percent change in the number of students enrolled (as of the 14<sup>th</sup> class day) at SLCC.

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.

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 SLCC as of the 14<sup>th</sup> 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: South Louisiana Community College

Increase fall 14<sup>th</sup> class day minority fall 14<sup>th</sup> class day headcount enrollment at SLCC by 60% from the fall 2006 baseline level of 701 to 1122 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 SLCC.

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.

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 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.

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.

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 SLCC as of the 14<sup>th</sup> 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 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?

South La 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: South Louisiana Community College

Increase fall 14<sup>th</sup> class day minority fall 14<sup>th</sup> class day headcount enrollment at SLCC by 60% from the fall 2006 baseline level of 701 to 1122 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:* 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.)

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 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.

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.

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 SLCC as of the 14<sup>th</sup> 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 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?

South La 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: South Louisiana Community College

Increase the percentage of SLCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 10 percentage points from the fall 2006 baseline level of 56.2% to 66.2% 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.

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 a disaggregate of first-time full-time degree-seeking freshmen students enrolled at SLCC as of the 14<sup>th</sup> 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 of a small percentage of the actual, 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: South Louisiana Community College

Increase the percentage of SLCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 10 percentage points from the fall 2006 baseline level of 56.2% to 66.2% 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 a disaggregate of first-time full-time degree-seeking freshmen students enrolled at SLCC as of the 14<sup>th</sup> 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: South Louisiana Community College

Increase the percentage of SLCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 10 percentage points from the fall 2006 baseline level of 56.2% to 66.2% 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.

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 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.

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 SLCC as of the 14<sup>th</sup> 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.

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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.

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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: South Louisiana Community College

Increase the percentage of SLCC first time, full time, degree-seeking freshmen retained to the second year in public postsecondary education by 10 percentage points from the fall 2006 baseline level of 56.2% to 66.2% 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.)

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 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.

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 SLCC as of the 14<sup>th</sup> 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: South Louisiana Community College

Increase the three year graduation rate at SLCC by 2 percentage points from the 2006-2007 academic year baseline level of 3.4% to 5.4% by spring 2013.

*Indicator:* Percentage of SLCC 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 SLCC 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 SLCC as of the 14<sup>th</sup> 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 completion data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors.

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?

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: South Louisiana Community College

Increase the three year graduation rate at SLCC by 2 percentage points from the 2006-2007 academic year baseline level of 3.4% to 5.4% by spring 2013.

Indicator: Percentage point change in the graduation rate of SLCC 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 SLCC 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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