



**Fletcher Technical Community College**

**Strategic Plan 2011-2015**

**July 2011**

# **Fletcher Technical Community College Strategic Plan 2011 -2015**

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## **Introduction:**

On behalf of our students, faculty and staff, it is my pleasure to present Fletcher Technical Community College's strategic plan. The plan was developed in consultation with members of the College community as well as key external stakeholders. The plan builds on the success we have experienced over the past sixty years.

At the same time, the plan emphasizes directions and priorities that will enhance our competitive position and make our college a more distinctive one. The plan outlines a road map for Fletcher to fulfill our mission and achieve our vision. We will accomplish this by remaining a student centered institution that provides a high-quality educational experience. By pursuing our core values, we believe we will help students develop the intellect and skills required for enlightened, ethical, and productive lives in the global community of the 21<sup>st</sup> century.

The goals contained in this plan focus on several key areas: student access and success; quality and accountability; educational programs and services; student development and satisfaction; workforce development of community; technology and opportunities for student learning; retention and recruitment of college personnel; and, fiscal and physical resources. I encourage you to read our plan closely and I thank the members of the community for their fine work in producing an excellent strategic plan for Fletcher Technical Community College.

*F. Travis Lavigne, Jr.*  
*Chancellor*

## **Vision Statement:**

Fletcher Technical Community College assures that its programs are responsive to the needs of the citizens, business and industry, and other educational institutions of Louisiana.

## **Mission Statement:**

Fletcher Technical Community College is an open-admission, two-year public institution of higher education dedicated to offering quality technical and academic programs to the citizens of South Louisiana for the purpose of preparing individuals for employment, career advancement, and lifelong learning.

## **Philosophy Statement:**

Fletcher Technical Community College is dedicated to serving the educational needs of the community. Student-centered learning is the focus of Fletcher's programs. The College strives to be flexible and responsive to the needs of the community by encouraging diversity, respect and equitable treatment of all stakeholders. The College sustains innovation, creativity, and professional development for students, faculty and staff in support of continuous program improvement and community economic development.

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## PLAN

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

**Objective 1.1:** Increase fall 14<sup>th</sup> class day headcount enrollment at Fletcher Technical Community College by 15.3% from the baseline level of 1,843 in fall, 2009 to 2,175 by fall, 2014.

*State Outcome Goals Link:* Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

*Other Link:* Closely linked to objective in Master Plan for Postsecondary Education

**Strategy 1.1.1:** Improve one- and two-year services in each region of the state.

**Strategy 1.1.2:** Promote electronic (distance) learning activities in each region of the state.

**Strategy 1.1.3:** Promote transfers between and among campuses at all levels.

**Strategy 1.1.4:** Ensure access to programs and services to citizens with disabilities.

**Strategy 1.1.5:** Promote dual and cross enrollment agreements with public school Districts and among postsecondary institutions.

**Strategy 1.1.6:** Promote and expand college attendance by adult and nontraditional students.

### Performance Indicators:

**Output:** Number of students enrolled (as of the 14 class day) in colleges.

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

### II. Goal: Ensure Quality and Accountability.

**Objective 11.1:** Increase the percentage of first-time in college, full-time, degree-seeking Students retained to the second fall at the same institution of initial enrollment by 3.5 percentage points from the fall, 2008 cohort (to fall 2009) baseline level of 53.4% to 56.9% by fall, 2014 (retention of fall 2013 cohort).

*State Outcome Goals Link:* Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizens education and the citizens health, economic well-being, and positive contributions to the state and society.

*Other Link:* Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

**Strategy 11.1.1:** Assess admissions criteria at four-year institutions to promote better student-to-institution match.

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- Strategy 11.1.2:** Expand systemwide and campus-specific retention programming.  
**Strategy 11.1.3:** Expand availability of first-time student seminars and first-year experience courses.  
**Strategy 11.1.4:** Expand academic and training support and resource centers.

## **Performance Indicators:**

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

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

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

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

**Objective 11.2:** Increase the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the Fletcher Technical Community College by **3** percentage points from the fall, 2009 cohort (to spring AY 2009-10) baseline level of **62.1%** to **65.1%** by spring, 2014 (retention of fall 2013 cohort).

*State Outcome Goals Link:* Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

*Other Link:* Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

**Strategy 11.2.1:** Expand systemwide and campus-specific retention programming.

**Strategy 11.2.2:** Expand availability of first-time student seminars and first-year experience courses.

**Strategy 11.2.3:** Expand academic and training support and resource centers.

## **Performance Indicators:**

**Output:** Percentage of first-time, full-time, degree-seeking freshmen retained to the second year at the same Louisiana Technical College campus.

**Outcome:** Percentage point change in the percentage of first-time, degree-seeking freshmen retained to the second year at the same Louisiana Technical College campus.

**Objective 11.3:** Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCESJ Graduation Rate Survey [GRS]) — baseline year rate (fall 2005 cohort) of **15.9%** to **18.9%** by 2014-15 (fall 2010 cohort).

*State Outcome Goals Link:* Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

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*Other Link:* Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

**Strategy 11.3.1:** Assess admissions criteria at four-year institutions to promote better Student-to-institution match.

**Strategy 11.3.2:** Expand systemwide and campus-specific retention programming.

**Strategy 11.3.3:** Expand efforts to encourage transfer from two-year colleges to four-year universities.

## **Performance Indicators:**

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

*Outcome:* Number of students identified in a first-time, full-time, degree-seeking cohort, graduating within three/six years from public postsecondary education.

**Objective 11.4:** Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of **\_120\_** in 2008-09 academic year to **\_138\_** in academic year 2013-14. Students may only be counted once per award level.

*State Outcome Goals Link:* Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a citizen's education and the citizen's health, economic well-being, and positive contributions to the state and society.

*Other Link:* Closely linked to objective in Master Plan for Postsecondary Education and LA GRAD Act.

**Strategy 11.4.1:** Assess admissions criteria at four-year institutions to promote better student-to-institution match.

**Strategy 11.4.2:** Expand systemwide and campus-specific retention programming.

**Strategy 11.4.3:** Expand availability and use of degree audits to facilitate progression toward a degree.

**Strategy 11.4.4:** Expand academic and training support and resource centers.

## **Performance Indicators:**

*Output:* Total number of completers for all award levels.

*Outcome:* Percent change in the number of completers from the baseline year.

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*In Compliance with Act 1465 of 1997, each strategic plan must include the following process:*

## **I. Principal clients and users of each program and the specific service or benefit derived by such persons or organizations:**

Fletcher Technical Community College is comprised of the main campus on St. Charles Street in Houma, the Allied Health facility, the Louisiana Marine and Petroleum Institute, and the Duhe' Building leased from Nicholls State University. Fletcher Technical Community College has facilities and/or programs servicing Terrebonne, Lafourche, Assumption, St. James, and St. Charles parishes to ensure the citizens of our service area access to postsecondary education. The college delivers services to students enrolled in a variety of programs of study in the areas of welding, drafting and design, automotive, marine diesel engine, machine tool, health occupations, marine operations, integrated production technologies, business occupations, and criminal justice. Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy. Fletcher Technical Community College contributes to workforce development, job training and retraining.

## **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:**

### **Economy**

At present, the economy of both Louisiana and the nation is significantly impacted by recession. The current economic environment results in a reduction in the state and national funds available to fund the operations of Fletcher Technical Community College. Further, during difficult economic times, community and technical colleges realize significant enrollment increases from those persons who are returning to retool themselves to find new employment. Therefore, the difficult economic environment is a threat to college's ability to meet the proposed goals.

### **Federal Government**

A significant amount of revenue flows from Federal programs into Louisiana public postsecondary education. A change in federal level policy could 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.**

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

1. 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. LA GRAD Act

### Goal II: Ensure Quality and Accountability.

1. 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.

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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.
4. LA GRAD Act

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

The goals and objectives in this *Five-year Strategic Plan* were derived in part from the *LCTC System Strategic Plan*. Several existing external and internal strategic plans were reviewed. These plans include: The Board of Regents' Master Plan for Higher Education, the LA GRAD Act, 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. Input was incorporated from staff, faculty, and college advisory committee members.

## **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, the LCTC System 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.

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## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Fletcher Technical Community College

**Objective 1.1:** Increase fall 14<sup>th</sup> class day headcount enrollment at Fletcher Technical Community College by 15.3% from the baseline level of 1,843 in fall, 2009 to 2,175 by fall, 2014.

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

**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 college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 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 statewide uses the Regents' SSPS 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).

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**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 in the campuses of Fletcher Technical Community College in each fall term.

**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.

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## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Fletcher Technical Community College

**Objective 11.1:** Increase the percentage of first-time in college, full-time, degree-seeking Students retained to the second fall at the same institution of initial enrollment by 3.5 percentage points from the fall, 2008 cohort (to fall 2009) baseline level of 53.4% to 56.9% by fall, 2014 (retention of fall 2013 cohort).

**Indicator:** Percentage of first-time in college, full-time, degree-seeking students retained to the second fall semester at Fletcher Technical Community College.

**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 college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. The change will be calculated using Fall/Spring, 2009 enrollment figures as the baseline year and measuring the change to the year being examined.

**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, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. 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. The change will be measured from the baseline year to the year being examined.

**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.**

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Retention rates are the percentage of an incoming class which is retained in the following fall . The change will be calculated using a standard mathematical approach, subtracting the fall first-time in college, full-time, degree-seeking students still enrolled in the second fall semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the previous fall semester students, resulting in a percentage change.  $[(Fs-Ss)/Fs]$

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

No.

**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 retained students at the same campus of Fletcher Technical Community College from the fall to the following fall.

**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 retention at the same campus and does not include students who transfer to other institutions.

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

Fletcher Technical Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

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## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Fletcher Technical Community College

**Objective 11.2:** Increase the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the Fletcher Technical Community College by 3 percentage points from the fall, 2009 cohort (to spring AY 2009-10) baseline level of **62.1%** to **65.1%** by spring, 2014 (retention of fall 2013 cohort).

**Indicator:** Percentage point change of first-time in college, full-time, degree-seeking students retained to the spring semester at Fletcher Technical Community College.

**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 college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. The change will be calculated using Fall/Spring, 2009 enrollment figures as the baseline year and measuring the change to the year being examined.

**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, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. 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. The change will be measured from the baseline year to the year being examined.

**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.**

Retention rates are the percentage of an incoming class which is retained in the following spring. The percent point change will be calculated using a standard mathematical approach, subtracting the baseline

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year fall 2009 to spring 2010 retention rate from the year being examined fall to spring retention rate.  
[ByRr-EyRr]

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

No.

**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 retained students at Fletcher Technical Community College from the fall to the following spring.

**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 retention at the same campus and does not include students who transfer to other institutions.

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

Fletcher Technical Community College remains committed to retaining and graduating students. The importance of retaining students can cause many decisions to change on campus, from recruitment strategies to student services, from hiring strategies to course scheduling.

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## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Fletcher Technical Community College

**Objective 11.3:** Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCESJ Graduation Rate Survey [GRS]) — baseline year rate (fall 2005 cohort) of **15.9%** to **18.9%** by 2014-15 (fall 2010 cohort).

**Indicator:** Total number of completers for all award levels.

**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?)**

Fletcher Technical Community College recognizes the importance of Louisiana having a higher number of students earning degrees for the further development of 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 college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 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 once annually. For this indicator, annual completers will be used. The indicator will be reported in July each year for the previous academic year. 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 statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution.

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

There is no jargon contained in this measure. Although not jargon, postsecondary award is defined as any recognized award approved by the Board of Supervisors of the LCTCS and conferred by an LCTCS college.

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**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 postsecondary awards conferred by Fletcher Technical Community College for the previous academic year.

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

Fletcher Technical Community College submits the Completer File data 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 Completers.

**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 awards conferred and is not a graduation rate. Also, according to the LA GRAD Act, the college reports all awards with no duplication within an award level.

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

The college must increase the number of students graduating. Additional campus resources must be allocated to programs that target increased graduates. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased graduates.

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## PERFORMANCE INDICATOR DOCUMENTATION

**Program:** Fletcher Technical Community College

**Objective 11.4:** Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 120 in 2008-09 academic year to 138 in academic year 2013-14. Students may only be counted once per award level.

**Indicator:** Percent change in the number of completers from the baseline year.

**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 from all backgrounds.

**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 college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File 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 once annually. For this indicator, annual completers will be used. The indicator will be reported in mid-July each year. 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 statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution.

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

There is no jargon contained in this measure. Although not jargon, postsecondary award is defined as any recognized award approved by the Board of Supervisors of the LCTCS and conferred by an LCTCS college.

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**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 postsecondary awards conferred by Fletcher Technical Community College annually.

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

Fletcher Technical Community College submits the Completer File data 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 Completers.

**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 awards conferred and is not a graduation rate.

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

Awards conferred are one of the primary measures of productivity for institutions of higher education.