
Louisiana Community and Technical College System



Strategic Plan

2016-2021

Revised July 1, 2016

Louisiana Community and Technical College System (2016 -2021)

Vision:

Our vision is to educate and train 220,000 Louisiana citizens by the year 2020 in state-of-the-art facilities and to prepare them to enter the workforce or transfer to a four-year college or university. We believe our vision will help solve problems faced by employers, build strong communities, strengthen our state's economy, and create a growing middle class.

Mission:

The mission of the LCTCS is to improve the quality of life of the State's citizens through educational programs offered through our colleges. We strive to increase the opportunities for Louisiana's workforce to succeed through skills training programs. And, we work to provide our citizens the opportunity to learn continuously. **We are committed to teaching what is needed, when it is needed, and where it is needed within available resources.**

Philosophy:

LCTCS is dedicated to providing assistance and leadership to enable our colleges to develop and assist students in achieving personal, professional, and academic success.

- We offer degrees that help people move directly into the world of work.
- We retrain people who are changing jobs or those that have lost their jobs and need new skills.
- We provide learning resources for students that need them.
- We prepare students to transfer to four-year colleges and universities.
- We offer courses focusing on people's interests whether it is how to use a computer, how to paint or draw, or speak conversational French and Spanish.
- In addition to providing general education and workforce training curriculums, our colleges provide training and/or retraining for Louisiana's employees through the Incumbent Worker Training Program.
- Our colleges are open admissions institutions, meaning that there are no restrictive requirements that would prohibit student entry.

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

Objective 1.1: Increase the fall headcount enrollment by 5% from the baseline level of 66,030 in fall 2015 to 69,332 by fall 2020.

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 I.1.1: Maintain alignment of program offerings at each of the LCTCS colleges.

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

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

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

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

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

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Performance Indicators:

Output: Number of students enrolled in colleges in Board of Regents Statewide Student Profile System (SSPS).

Outcome: Percent change in the number of students enrolled in LCTCS Colleges.

Objective 1.2 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 2 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 49% to 51% by fall 2020 (retention of fall 2019 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

Strategy I.2.1: Expand system wide and campus-specific retention programming.

Strategy I.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy I.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 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 1.3 Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 1 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 56% to 57% by fall 2020 (retention of fall 2019 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

Strategy I.3.1: Implement retention strategies to improve student progression.

Strategy I.3.2: Expand availability of student success courses.

Strategy I.3.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time, full-time, degree-seeking freshmen retained to the spring semester at the same institution.

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

II. Goal: Ensure Quality and Accountability.

Objective II.1: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2008 cohort for all institutions) of 18% to 19% by AY2019-2020 (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.

Strategy 2.1.1: Identify students as they enter to ensure they are not put into an associate's degree transfer program if their intent is not to finish a program of study at an LCTCS college.

Strategy 2.1.2: Expand system-wide and campus-specific retention programming.

Strategy 2.1.3: Discourage efforts to encourage transfer from two-year colleges to four-year universities before receiving an associate degree.

Performance Indicators:

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

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

Objective 2.2: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 6,191 in 2014-15 for 1-year Certificate completers to 6,500 in AY 2019-20; 2,475 Diploma completers in 2014-15 to 2,599 in AY 2019-20; 4,330 Associate completers in 2014-15 to 4,547 in AY 2019-20. 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.

Strategy 2.2.1: Expand system wide and campus-specific retention programming.

Strategy 2.2.2: Expand articulation agreements between campuses and systems.

Strategy 2.2.3: Expand academic and training support and resource centers.

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Performance Indicators:

Output: Total number of completers for all award levels.

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

I. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

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

II. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

Higher education is confronting a period of massive change and great uncertainty specifically with the shifting power amongst government, institutions, and students. Changes in technology are allowing students to interact and learn without mediating agents and entrepreneurial groups have now entered the education marketplace, providing new business models for the delivery of higher education. The new era of technology will begin to challenge our historic models of institutional structure, teaching, learning and our concept of expertise. Technology allows for the unbundling or disaggregation of educational activities and processes for courses, programs and institutions. Compounding the technological changes, state disinvestment in higher education due to ongoing budget pressures and the limits both politically and economically of offsetting state cuts via tuition increases has become more challenging to public higher education in Louisiana.

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.

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.
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.

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The goals and objectives in this *Five-year Strategic Plan* were derived in part from the *Louisiana GRAD Act*. Several existing external and internal strategic plans were reviewed. These plans include: The Board of Regents' Master Plan for Higher Education and LCTCS' *Our Louisiana 2020* as well as the plans of the system colleges. In addition, the System identified strategic directions for its future, which would allow for efficiency and effectiveness in addressing our roles as workforce training provider and the developer of human capital.

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

See Performance Indicator Documentation attached for each objective.

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

For the purposes of Act 1465 of 1997, 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.

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.

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PERFORMANCE INDICATOR DOCUMENTATION

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Community and Technical College System

Increase the fall headcount enrollment by 5% from the baseline level of 66,030 in fall 2015 to 69,332 by fall 2020. Indicator: Number of students enrolled in colleges in Board of Regents Statewide Student Profile System (SSPS).

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

The rationale for the indicator is the recognition of increasing the number of college-educated citizens in Louisiana.

3. What is the source of the indicator?

Data is submitted to the Board of Regents Statewide Student Profile System (SSPS) from the each college's BANNER System database. The change will be calculated using Fall 2012 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?

The SSPS data for fall enrollment is submitted annually. The change from year to year will be measured from the baseline year to the reporting year examined. The percentage change is cumulative over the period of reporting.

5. How is the indicator calculated?

This indicator includes a count of all students who are enrolled in credit courses for the reporting year fall semester.

6. Does the indicator contain jargon, acronyms, or unclear terms?

No

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students enrolled in credit level courses at all LCTCS colleges.

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

Each institution submits the SSPS data electronically to the LCTCS office and the Board of Regents. The Board of Regents performs numerous edits and works with the LCTCS office 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?

Yes, the indicator has weaknesses. LCTCS institutions are continuous enrollment colleges. Many students and many courses begin after the 14th day of a semester indicating that this count is not a true count of the number of students participating in postsecondary education in LCTCS colleges. Unlike traditional four-year colleges, LCTCS schools continuously enroll students throughout an academic term. Census dates for two-year colleges typically occur at the end of the term.

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

This indicator is just a snapshot of students entering in fall semester. This indicator will drive recruitment processes.

Objective 1.2: 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 2 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 49% to 51% by fall 2020 (retention of fall 2019 cohort).

Indicator: Percentage of first-time in college, full-time, degree-seeking students retained to the fall semester at the same institution of initial enrollment.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

The rationale for the indicator is recognition of importance of Louisiana having educated citizens. The larger the number of students retained for the first year of college, the greater the chances of successful education outcomes.

3. What is the source of the indicator?

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. The

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change will be calculated using fall cohort enrollment figures for the baseline year and tracking the cohort to the subsequent fall.

4. What is the frequency and timing of collection or reporting?

The fall cohorts are calculated annually during the fall semester. Students are matched to the subsequent fall semester. The cohort is calculated in the fall and reported the following fall.

5. How is the indicator calculated?

Retention rates are the percentage of an incoming class that is retained the subsequent 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 subsequent fall semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the fall semester students, resulting in a percentage change. $[(Fs-Ss)/Fs]$

6. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same campus of each of the LCTCS colleges.

7. 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.

8. Does the indicator have limitations or weaknesses?

Yes, the indicator has many limitations and weaknesses. LCTCS colleges are often not the college of first choice for many students. Students take the minimum requirements and then transfer to a Louisiana four-year college before obtaining a formal credential at an LCTCS college. Often students take one to two semesters of coursework and then transfer resulting in artificially low retention rates for LCTCS colleges. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions. For institutions that have transfer as part of their mission, or for institutions that serve students in remedial education, this indicator does not reflect the success of the student who is still retained within higher education in Louisiana since it is institution-specific.

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

While the indicator does not reflect the full mission of our Institutions, it can be used for measuring the number of students continuing in the path to graduation. Further assessment of the right courses at the time would be needed.

PERFORMANCE INDICATOR DOCUMENTATION

Program: LCTCS

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 1 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 56% to 57% by fall 2020 (retention of fall 2019 cohort).

Indicator: Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

The rationale for the indicator is recognition of importance of Louisiana having educated citizens. The larger the number of students retained for the first year of college, the greater the chances of successful education outcomes.

3. What is the source of the indicator?

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. The change will be calculated using fall cohort enrollment figures for the baseline year and tracking the cohort to the subsequent spring.

4. What is the frequency and timing of collection or reporting?

The fall cohorts are calculated annually during the fall semester. Students are matched to the subsequent

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spring semester. The cohort is calculated in the fall and reported the following spring semester.

5. How is the indicator calculated?

Retention rates are the percentage of an incoming class that is retained the subsequent spring. 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 subsequent spring semester from fall first-time in college, fulltime, degree-seeking students and dividing the difference by the spring semester students, resulting in a percentage change. $[(Fs-Ss)/Fs]$

12. Does the indicator contain jargon, acronyms, or unclear terms?

No

6. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same campus of each of the LCTCS colleges.

7. 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.

8. Does the indicator have limitations or weaknesses?

Yes, the indicator has many limitations and weaknesses. LCTCS colleges are often not the college of first choice for many students. Students take the minimum requirements and then transfer to a Louisiana four-year college before obtaining a formal credential at an LCTCS college. Students often stay just to fulfill remedial requirements (sometimes only one semester), then transfer to a four-year college resulting in artificially low retention rates for LCTCS colleges. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions. For institutions that have transfer as part of their mission, or for institutions that serve students in remedial education, this indicator does not reflect the success of the student who is still retained within higher education in Louisiana since it is institution-specific.

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

While the indicator does not reflect the full mission of our Institutions, it can be used for measuring the number of students continuing in the path to graduation. Further assessment of the right courses at the time would be needed.

Objective 2.1: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2008 cohort for all institutions) of 18% to 19% by AY2019-2020 (fall 2013 cohort).

Indicator: (1) Percentage of students identified in a first-time, full-time, degree seeking cohort, graduating within three years from public postsecondary education.

1. What is the type of the indicator?

Outcome

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) and completions report from the Student Enrollment System database. Data from the student enrollment system is used to match the student cohort to students who have completed their program of study within 150 percent of the normal time to degree.

4. What is the frequency and timing of collection or reporting?

The cohort occurs in the fall three years prior to the reporting date. Students from the cohort are reported for programs of study if they graduate from the program within 150 percent of the normal time to degree for their specific program. Data is reported one time per year to IPEDS.

5. How is the indicator calculated? Is this a standard calculation?

Graduation rates are calculated using the number of students in an entering cohort as the denominator and the number of students who have graduated from programs of study in 150 percent of the normal length of the program. This is a nationally recognized standard.

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

No.

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7. Is the indicator an aggregate or disaggregate figure?

This indicator is reported aggregated and disaggregated in IPEDS.

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

Each institution submits the data electronically to IPEDS. The Board of Regents performs and the LCTCS office performs edits and notify the college if the data is not correct. Each institution is responsible for submitting the data for IPEDS.

9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The indicator has many weaknesses. First-time, full-time students encompass approximately 6 percent of the total LCTCS population. Many students entering LCTCS colleges are non-traditional students and many attend part time.

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

This measure is not used in management decision making at LCTCS.

PERFORMANCE INDICATOR DOCUMENTATION

Program: LCTCS

Objective 2.2: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 6,191 in 2014-15 for 1-year Certificate completers to 6,500 in AY 2019-20; 2,475 Diploma completers in 2014-15 to 2,599 in AY 2019-20; 4,330 Associate completers in 2014-15 to 4,547 in AY 2019-20. Students may only be counted once per award level.

Indicator: (1) Total number of completers for all award levels recognized by the Board of Regents.

1. What is the type of the indicator?

Output/Outcome

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Completers System (SCS) from the Student Enrollment System database.

4. What is the frequency and timing of collection or reporting?

The data is submitted one time per year in July.

5. How is the indicator calculated? Is this a standard calculation?

The number of completers counts the number of students who graduated within an academic year. Students who receive an award that is recognized by the Board of Regents are reported in the Completers System.

5. 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?

This indicator is the aggregate of student completers of Louisiana Technical College.

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

Each institution submits the SCS 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 SCS.

9. Does the indicator have limitations or weaknesses? Is the indicator a proxy or surrogate? Does the source of the data have a bias or agenda?

The indicator has limitations and weaknesses. LCTCS provides valuable workforce training and credentials to students. Many of these students are not counted in the completers report because they are in short-term certificate programs. Although these programs are valuable to the economic development of the State and the financial well-being of the student, these programs are not counted in the completers report for the state, however; they are reported to the National Center for Education Statistics.

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

The indicator is not used for management decision making due to the limitations imposed by the State. A modified version of the indicator is used based on federal reporting guidelines and standards.

Bossier Parish Community College



Strategic Plan FY 2016-2017 through FY 2020-2021

June 2016

BOSSIER PARISH COMMUNITY COLLEGE STRATEGIC PLAN (2016 - 2021)

Vision Statement: Excellence in education and service

Mission Statement: The mission of Bossier Parish Community College is to promote attainment of educational goals within the community and strengthen the regional economy. This mission is accomplished through the innovative delivery of quality courses and programs that provide sound academic education, broad vocational and career training, continuing education, and varied community services. The College provides a wholesome, ethical, and intellectually stimulating environment in which students develop their academic and vocational skills to compete in a technological society.

Philosophy Statement: Bossier Parish Community College has a long tradition of innovation, flexibility, and sensitivity to student needs. Philosophically, the College maintains an educational environment which promotes integrity and inquiry in students, without emphasis on past academic performance; encourages the achievement of full potential and the pursuit of lifelong learning; and promotes continuous improvement and accountability with an effective program for planning, managing, and assessing services and programs of the College.

Goals and Objectives:

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

Objective I.1:

Increase fall credit headcount enrollment for BPCC by 12% from the fall 2015 baseline level of 6,623 to 7,418 by fall 2020.

BPCC *Objective I.1* advances the state outcome goals 1 (Youth Education), 2 (Diversified Economy), and 6 (Safe and Thriving Children and Families).

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

Strategy I.1.1: Enhance alignment of program offerings at BPCC with other colleges.

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: Promote and expand college attendance by adult nontraditional students.

Performance Indicators:

Output: Number of students enrolled in a fall term at BPCC.

Outcome: Percent change in the number of students enrolled in a fall term at BPCC.

Objective I.2:

Increase the percentage of first-time in college, full-time, associate degree seeking students retained to the second fall by 2% from the fall 2014 (to fall 2015) baseline level of 53% to 55% by Fall 2020 (retention of fall 2019 cohort).

BPCC *Objective I.1* advances the state outcome goals 1 (Youth Education), 2 (Diversified Economy), and 6 (Safe and Thriving Children and Families).

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

Strategy I.2.1: Expand campus retention programming.

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

Strategy I.2.3: Expand availability of first-year experience course.

Strategy I.2.4: Expand mentoring and tutoring programs.

Performance Indicators:

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

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

II. Goal: Ensure Quality and Accountability.

Objective II.1: Increase the 150% graduation rate by 5% points from the 2015-2016 baseline rate of 13% to 18% by the academic year 2020-2021.

BPCC *Objective II.1* advances the state outcome goal 1 (Youth Education) and 9 (Transparent, Accountable, and Effective Government).

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 retention strategies to improve student progression.

Strategy II.1.2: Develop an orientation program for new students.

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

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

Strategy II.1.5: Discourage efforts to transfer from two-year colleges to four-year universities before receiving an associate degree.

Performance Indicators:

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

Outcome: Percentage point change in the number of postsecondary awards conferred.

Objective II.2: Increase the annual number of postsecondary awards conferred by BPCC by 10 percentage points from the 2015-16 baseline level of 1,102 to 1,554 by 2020- 21.

BPCC *Objective II.2* advances the state outcome goal 1 (Youth Education) and 9 (Transparent, Accountable, and Effective Government).

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: Identify students as they enter to ensure they are not put into an associate's degree transfer program if their intent is not to finish a program of study at BPCC.

Strategy II.2.2: Implement retention strategies to improve student progression.

Strategy II.2.3: Discourage efforts to transfer from two-year colleges to four-year universities before receiving an associate degree.

Performance Indicators:

Output: Total number of completers for all award levels.

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

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:

BPCC is a two-year, coeducational public institution located in Bossier City, Louisiana, serving both traditional and non-traditional students from Northwest Louisiana and the surrounding area. The College offers 24 associate degrees, 3 technical diplomas, 20 certificates, and 30 technical competency area credentials. Over 250 online courses are available each semester, and 7 associate degrees can be completed entirely online. In addition to degree programs, Bossier Parish Community College promotes workforce training, continuing education, and pre-HiSet preparation. Besides academics, BPCC offers intercollegiate teams, religious organizations, service groups, and special interest groups for students. Bossier Parish Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree and certificate. The College is accountable to its stakeholders, the main clients and users of the College's programs, and all of the citizens of Louisiana who contribute tax revenues to state government and support postsecondary education in Louisiana.

II. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

Currently, the economy in both Louisiana and nationally has shown signs of a very slow recovery. On a state level, tax revenues continue to be unstable, resulting in unstable funding levels for higher education. This results in fewer funds for the operating services necessary to run Bossier Parish Community College. This pattern has continued for the last four fiscal years.

Historically, the community and technical colleges have experienced increased enrollments during these difficult times as people return to school to cross-train and/or retool to find new

employment. The continued reduction in state funding and increased costs associated with the student growth create a threat to BPCC's ability to meet the proposed goals.

Furthermore, recent policy changes in state legislation have been adopted, and these may significantly affect the achievement of our goals and objectives. In June 2015, the Louisiana Board of Regents agreed to test new admissions policies for four-year institutions, and under the new policy, four-year state institutions are able to admit students who require a developmental course. Also, under the new policy, the State's historically black colleges will be allowed to offer developmental courses on their campuses. The new four-year admissions policy change could potentially impact enrollment at BPCC.

In June 2016, the Louisiana Legislature voted to fund the statewide Taylor Opportunity Program for Students (TOPS) program that provides full funding to students for fall 2016 but limit TOPS awards to 40 percent in spring 2017. This reduction may decrease enrollment for students who depend upon TOPS funding as a financial resource for their education.

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* align with the *Louisiana Community and Technical College System Strategic Plan 2015-2019*. The *Louisiana Community and Technical College System Strategic Plan* was developed with the assistance of a consultant. Several existing external and internal strategic plans were reviewed. These plans include the Board of Regents' Master Plan for Higher Education, the Governor's Vision 2020 Plan, and the then-current LCTCS Strategic Plan as well as the plans of the system colleges. In addition, the System identified strategic directions for its future which would allow for efficiency and effectiveness in addressing our roles as workforce training provider and the developer of human capital.

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

See Performance Indicator Documentation attached for each objective.

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

For the purposes of Act 1465 of 1997, BPCC 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, BPCC does not have a specific policy benefiting women and families other than the Equal Opportunity Policy # 6.022. However, BPCC offers programs and services that are beneficial to the success and prosperity of women and families.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College

Objective: Increase fall credit headcount enrollment for BPCC by 12% from the fall 2015 baseline level of 6,623 to 7,418 by fall 2020.

Indicator: Percent change in the number of students enrolled in a fall term at BPCC.

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Output, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Student Profile System (SSPS) report that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is expanding to reach more students.

3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, and facilities management, for example. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? 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 on the census date at BPCC (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication) 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?) 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 LCTCS retrieves this information from the SSPS. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. Scope: Is the indicator aggregated or disaggregated? (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 BPCC on the census day of the respective fall semesters.

8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects headcount enrollment and is not the enrollment calculation used for funding or reimbursement calculations.

9. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

Based on the Louisiana Legislative Auditor report, “Louisiana Granting Resources and Autonomy for Diplomas Act (Grad Act): Assessment of Data Reliability – Year 6,” the admission status portion of the SSPS was indicated as reliable data although the overall SSPS report for Fall 2015 was deemed not sufficiently reliable for the following reason:

“Two students’ *total student credit hours scheduled* were underreported due to a query issue that miscalculated scheduled student credit hours if a student withdrew from classes and received a specific withdrawal code. BPCC is the only LCTCS institution that has this type of withdrawal code; therefore, this query issue did not affect other LCTCS institutions. LCTCS has corrected its query to accurately report BPCC’s *total student credit hours scheduled* in future SSPS data submissions.” – Louisiana Legislative Auditor report, “Louisiana Granting Resources and Autonomy for Diplomas Act (Grad Act): Assessment of Data Reliability – Year 6”
[http://app.lla.state.la.us/PublicReports.nsf/0/123B4452F6B69F6A86257FCA00685365/\\$FILE/000F3A0.pdf](http://app.lla.state.la.us/PublicReports.nsf/0/123B4452F6B69F6A86257FCA00685365/$FILE/000F3A0.pdf)

10. Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC’s Office of Institutional Research is responsible for data collection, analysis, and quality.

Contact information:

Staci Phillips, Interim Director, Office of Institutional Research
Email: sphillips@bpcc.edu
Phone: 318.678.6599
Fax: 318.678.6311

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 the SSPS.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College

Objective: Increase the percentage of first-time in college, full-time, associate degree seeking students retained to the second fall by 2% from the fall 2014 (to fall 2015) baseline level of 53% to 55% by fall 2020 (retention of fall 2019 cohort).

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

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the SSPS report that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain more students.

3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Enrollment and retention drive many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, and facilities management, for example. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Retention refers to the actual number of first-time, full-time, degree seeking 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) on the census date of one fall semester who re-enroll in the subsequent fall semester at BPCC. Students who complete a degree will be counted in the retention rate.

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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 SSPS from their respective student data systems. The LCTCS retrieves this information from the SSPS. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. Scope: Is the indicator aggregated or disaggregated? (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 BPCC as of the census day in each fall term.

8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations.

9. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Each year, the Legislative Auditor performs an audit of the data, which includes the Statewide Student Profile System (SSPS).

Based on the Louisiana Legislative Auditor report, "Louisiana Granting Resources and Autonomy for Diplomas Act (Grad Act): Assessment of Data Reliability – Year 6," the admission status portion of the SSPS was indicated as reliable data although the overall SSPS report for Fall 2015 was deemed not sufficiently reliable for the following reason:

"Two students' *total student credit hours scheduled* were underreported due to a query issue that miscalculated scheduled student credit hours if a student withdrew from classes and received a specific withdrawal code. BPCC is the only LCTCS institution that has this type of withdrawal code; therefore, this query issue did not affect other LCTCS institutions. LCTCS has corrected its query to accurately report BPCC's *total student credit hours scheduled* in future SSPS data submissions." – Louisiana Legislative Auditor report, "Louisiana Granting Resources and Autonomy for Diplomas Act (Grad Act): Assessment of Data Reliability – Year 6"

[http://app.la.state.la.us/PublicReports.nsf/0/123B4452F6B69F6A86257FCA00685365/\\$FILE/000F3A0.pdf](http://app.la.state.la.us/PublicReports.nsf/0/123B4452F6B69F6A86257FCA00685365/$FILE/000F3A0.pdf)

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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 the SSPS.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College

Objective: Increase the 150% graduation rate by 5% points from the 2015-2016 baseline rate of 13% to 18% by the academic year 2020-2021.

Indicator: Percentage point change in the number of postsecondary awards conferred.

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that

is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCCC is working to retain and graduate more students.

3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Graduation Rate is calculated by using the first-time, full-time, degree-seeking cohort from a fall semester and the number of those students who obtain a credential within 150% of the normal time for completion. A credential is any recognized award approved by the Board of Supervisors of the LCTCS and conferred by BPCCC. Full-time status is defined as being enrolled for a minimum of 12 credit hours in a semester.

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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 Completer File from their respective student data systems. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution.

7. Scope: Is the indicator aggregated or disaggregated? (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 an aggregate of all degrees conferred annually. It is the percentage of first-time, full-time, degree-seeking students who were enrolled on the fall census date, who complete an award in 150% of completion time.

Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects a first-time, full-time, degree-seeking graduation rate and is not the total of all degrees conferred.

8. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Based on the Louisiana Legislative Auditor report “Louisiana Granting Resources and Autonomy for Diplomas Act (Grad Act): Assessment of Data Reliability – Year 6,” the Completer Data (SCS) for the Academic Year 2013-2014 was sufficiently reliable.

9. Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

BPCC’s Office of Institutional Research is responsible for data collection, analysis, and quality.

Contact information:

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Fax: 318.678.6311

Each institution submits the Completer File 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 Completers, and from there, the Graduation Rate is calculated.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College

Objective: Increase the annual number of postsecondary awards conferred by BPCC by 10 percentage points from the 2015-16 baseline level of 1,102 to 1,554 by 2020- 21.

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

1. Type and Level: What is the type of the indicator? (Input? Output? Outcome? Efficiency? Quality? More than one type?) What is the level at which the indicator will be reported? (Key? Supporting? General performance information?)

Outcome, General Performance Information

2. Rationale, Relevance, Reliability: Why was this indicator chosen? How is it a relevant and meaningful measure of performance for this objective? Is the performance measure reliable? How does it tell your performance story?

This indicator was chosen because the College strives to serve the State of Louisiana by educating its citizens who can, in turn, make a positive impact and contribute to the local and state economy. It is important to the College that students earn a credential so that they will have greater opportunities available to them.

The measure is a direct output for this objective and therefore relevant to answer the performance standard. It is a reliable measure that comes from the Statewide Completer File that is required by the Louisiana Board of Regents. The indicator tells our performance story by showing how BPCC is working to retain and graduate more students.

3. Use: How will the indicator be used in management decision-making and other agency processes? Will the indicator be used on for internal management purposes or will it also surface for outcome-based budgeting purposes?

Awards conferred is one of the primary measures of productivity for institutions of higher education. The indicator will not be used for outcome-based budgeting purposes.

4. Clarity: Does the indicator name clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.

Postsecondary award is defined as any recognized award approved by the Board of Supervisors of the LCTCS and conferred by BPCC.

5. Data Source, Collection, and Reporting: What is the source of the indicator? (Examples: internal log or database; external database or publication.) 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?) 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 Completer File from their respective student data systems. The Statewide Student Profile System has been in existence for over 25 years.

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.

6. Calculation Methodology: How is the indicator calculated? Is this a standard calculation? (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.) Provide the formula or other method used to calculate the indicator. If a nonstandard method is used, explain why. If this indicator is used by more than one agency or program, is the method of calculation consistent? If not, why not?

The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution.

7. Scope: Is the indicator aggregated or disaggregated? (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 BPCC annually.

8. Caveats: Does the indicator have limitations or weaknesses (e.g., limited geographical coverage, lack of precision or timeliness, or high cost to collect or analyze)? Is the indicator a proxy or surrogate? Does the source of the data have a bias? Is there a caveat or qualified about which data users and evaluators should be aware? If so, explain.

The indicator does not have any real weaknesses or limitations. The reader must understand that this indicator reflects all degrees conferred and not a graduation rate.

9. Accuracy, Maintenance, Support: Have the indicator and subsequent performance data been audited by the Office of the Legislative Auditor? If so, what was the result? If not, what evidence is available to support the accuracy of the data? How will the reported data be maintained to ensure that it is verifiable in the future?

Based on the Louisiana Legislative Auditor report "Louisiana Granting Resources and Autonomy for Diplomas Act (Grad Act): Assessment of Data Reliability – Year 6," the Completer Data (SCS) for the Academic Year 2013-2014 was sufficiently reliable.

10. Responsible Person: Who is responsible for data collection, analysis, and quality? How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).

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Baton Rouge Community College

**Strategic Plan
FY 2016-2017 through 2020-2021
In Compliance with ACT 1465 of 1997**

Revised June 29, 2016

Strategic Plan 2016-2017 through 2020-2021

Baton Rouge Community College Strategic Plan (2016-2020)

Vision Statement

Baton Rouge Community College aspires to be the leader in providing world class educational opportunities for our community. WORLD CLASS is

- Excellence in teaching,
- Access for all, and
- A sustaining resource for the economic development for the state of Louisiana.

Mission Statement

The mission of Baton Rouge Community College is to identify and meet the educational and workforce needs of our community through innovative, accessible, and dynamic programs.

Baton Rouge Community College is committed to the following values:

Integrity

- Promote the highest level of ethical behavior and professionalism.
- A sense of honesty and fairness.

Diversity/Respect

- We acknowledge the dignity, the equality, and the value of every individual.
- We encourage individual differences of opinions, thoughts, and ideas.

Teamwork/Responsibility

- Promote excellence and quality in programs and services.
- Provide opportunities to work together to further excellence, efficiency, and growth.

Strategic Plan 2016-2017 through 2020-2021

PLAN

Goal I: Student Success

Objective I.1: Increase the end of term SSPS enrollment in public postsecondary education by 1.0% from the baseline level of 9,273 in Fall 2015 to 9,366 by Fall 2020.

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 higher education accountability measures.

Strategy I.1.1: Expand system wide and campus-specific recruiting efforts.

Strategy I.1.2: Improve and expand new student access and orientation programming.

Strategy I.1.3: Expand college student success programming and guided pathways advising

Strategy I.1.4: Expand academic remediation and support resources.

Performance Indicators:

Output: Number of all students enrolled at the institution on/after the fourteenth day of the Fall semester and captured in the end of term data file.

Outcome: Percentage point change in the number of all students enrolled at the institution on/after the fourteenth day of the Fall semester and captured in the end of term data file.

Objective I.2:

Increase the percentage of first-time in college, full-time, associate degree-seeking students enrolled in Fall and retained to the next Fall at the same institution at end of term by 1.0 percentage point from the Fall 2014 cohort (to Fall 2015) baseline level of 42.1% to 43.1% by Fall 2020 (retention of Fall 2019 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 higher education accountability measures.

Strategy I.2.1: Expand system wide and campus-specific retention programming.

Strategy I.2.2: Improve and expand new student access and orientation programming.

Strategy I.2.3: Expand college student success programming and guided pathways advising

Strategic Plan 2016-2017 through 2020-2021

Strategy I.2.4: Expand academic remediation and support resources.

Performance Indicators:

Output: Number of first-time, full-time, associate degree-seeking freshmen enrolled in Fall and retained to the next Fall at the same institution.

Outcome: Percentage point change in the number of first-time, full-time, associate degree-seeking freshmen enrolled in Fall and retained to the next Fall at the same institution.

Objective I.3. Increase the percentage of first-time in college, full-time degree seeking (Diploma and Certificate) students enrolled in Fall and retained to the next Spring at the same institution at end of term by 1.0 percentage point from the Fall 2014 cohort (to Spring 2015) baseline level of 73.9 % to 74.9% by Spring 2020. (Retention of Fall 2019 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 higher education accountability measures.

Strategy I.3.1: Expand system wide and campus-specific retention programming.

Strategy I.3.2: Improve and expand new student access and orientation programming.

Strategy I.3.3: Expand college student success programming and guided pathways advising

Strategy I.3.4: Expand academic remediation and support resources.

Performance Indicators:

Output: Number of first-time, full-time, degree seeking (Diploma and Certificate) students enrolled in Fall and retained to the next Spring at the same institution.

Outcome: Percentage point change in the number of first-time, full-time, degree seeking (Diploma and Certificate) students enrolled in Fall and retained to the next Spring at the same institution.

Objective I.4 Increase the graduation rate [using NCES Graduation Rate Survey data] from 12.6% (baseline year reported in 2014-2015 using the Fall 2011 combined cohort of BRCC and former CATC) to 13.6% by reporting year 2019-2020 (using Fall 2016 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.

Strategic Plan 2016-2017 through 2020-2021

Other Link: Closely linked to objective in Master Plan for Postsecondary Education and higher education accountability measures.

Strategy I.4.1: Expand system wide and campus-specific retention programming.

Strategy I.4.2: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy I.4.3: Expand college student success programming and guided pathways advising.

Strategy I.4.4: Expand academic remediation and support resources.

Performance Indicators:

Output: Number of students identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of time to degree from public postsecondary education.

Outcome: Percentage of students identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of time to degree from public postsecondary education.

Objective I.5: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 2,037 in 2014-2015 academic year to 2,065 in academic year 2019-20. 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 higher education accountability measures.

Strategy I.5.1: Expand system wide and campus-specific retention programming.

Strategy I.5.2: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy I.5.3: Expand college student success programming and guided pathways advising.

Strategy I.5.4: Expand academic remediation and support resources.

Performance Indicators:

Output: Total number of completers for all award levels.

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

Strategic Plan 2016-2017 through 2020-2021

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:

Baton Rouge Community College (BRCC) has facilities and/or programs strategically placed throughout the Greater Baton Rouge Area 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 (list program areas. Example: construction, drafting, health occupations, information technology, business occupations, manufacturing, transportation, and human services). Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy. BRCC 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 BRCC. 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 the 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 effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

Goal I: Student 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.

Goal II: Articulation & Transfer

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. 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.

Strategic Plan 2016-2017 through 2020-2021

Goal III: Workforce & Economic Development

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.

Goal IV: Institutional Efficiency & 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.

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, higher education accountability measures, 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.

Strategic Plan 2016-2017 through 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Baton Rouge Community College

Objective I.1: Increase the end of term SSPS enrollment in public postsecondary education by 1.0% from the baseline level of 9,273 in Fall 2015 to 9,366 by Fall 2020.

Indicator: Number of all students enrolled at the institution on/after the fourteenth day of the Fall semester and captured in the end of term data file.

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 meeting the educational needs of Louisiana's citizens as well as the needs of Louisiana's industry and workforce.

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 2015 enrollment figures as the baseline year and measuring the change to the following fall semester.

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 two times annually, at the end of the fall and spring semesters. 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.)

Strategic Plan 2016-2017 through 2020-2021

Fall end of term enrollment is based on those students who were enrolled on/after the 14th day of the Fall semester and captured in the end of term data file.

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

Enrolled student means any student enrolled in any credit course at the institution during the Fall semester.

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 on/after the 14th day of the Fall semester and capture in the end of term data file.

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 enrollment only for the Fall semester at the institution.

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

Baton Rouge Community College remains committed to educating Louisiana's citizens and equipping them with the skills to be successful in the various industries and workforce opportunities that Louisiana has to offer. The importance of educating, graduating and putting students to work is one of the most important goals of the institution. Staffing, budgeting, policies and marketing efforts are all affected by how well the institution is doing with this goal.

Strategic Plan 2016-2017 through 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Baton Rouge Community College

Objective I.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students enrolled in Fall and retained to the next Fall at the same institution at end of term by 1.0 percentage point from the Fall 2014 cohort (to Fall 2015) baseline level of 42.1% to 43.1% by Fall 2020 (retention of Fall 2019 cohort).

Indicator: The percentage of first-time, full-time, associate degree-seeking freshmen enrolled in Fall and retained to the next Fall 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?)

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 2014 cohort (to Fall 2015) enrollment figures as the baseline year and measuring the change to the following Fall semester.

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 two times annually, at the end of the fall and spring semesters. 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.

Strategic Plan 2016-2017 through 2020-2021

Retention rates for this objective are the percentage of an incoming fall class which is retained in the following fall semester.

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

First-time in college students are students who has never been enrolled in any institutional of higher education. A full-time student is one who is enrolled in twelve or more credit hours. An associate degree-seeking student is one who is enrolled within in a program that grants an associate degree.

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 first-time in college, full-time, associate degree-seeking students at the same institution 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?

Baton Rouge 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.

Strategic Plan 2016-2017 through 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Baton Rouge Community College

Objective I.3: Increase the percentage of first-time in college, full-time degree seeking (Diploma and Certificate) students enrolled in Fall and retained to the next Spring at the same institution at end of term by 1.0 percentage point from the Fall 2014 cohort (to Spring 2015) baseline level of 73.9 % to 74.9% by Spring 2020. (Retention of Fall 2019 cohort).

Indicator: The percentage of first-time in college, full-time, degree-seeking (Diploma and Certificate) students retained from fall to the following spring 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?)

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 2014 cohort (to Fall 2015) enrollment figures as the baseline year and measuring the change to the following fall semester.

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 two times annually, at the end of the fall and spring semesters. 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

Strategic Plan 2016-2017 through 2020-2021

driven. This rate is a standard calculation used by the National Highway Traffic Safety Administration.

Retention rates for this objective are the percentage of an incoming fall class which is retained in the following spring semester.

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

First-time in college students are students who has never been enrolled in any institutional of higher education. A full-time student is one who is enrolled in twelve or more credit hours. A degree-seeking student is one who is enrolled within in a program that grants a diploma or certificate.

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 first-time in college, full-time, degree-seeking (Diploma or Certificate) students at the same institution 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?

Baton Rouge 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.

Strategic Plan 2016-2017 through 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Baton Rouge Community College

Objective I.4: Increase the graduation rate [using NCES Graduation Rate Survey data] from 12.6% (baseline year reported in 2014-2015 using the Fall 2011 combined cohort of BRCC and former CATC) to 13.6% by reporting year 2019-2020 (using Fall 2016 cohort).

Indicator: Percentage of students identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of time to degree from 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?)

Baton Rouge 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.)

The source of the data is the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS].

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.)

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It is a standard calculation. You report the number from the entering cohort who graduated within 150% time to degree at the same institution. The number of students who graduated is divided by the number of students in the original cohort and generates a graduation rate.

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

First-time in college students are students who has never been enrolled in any institutional of higher education. A full-time student is one who is enrolled in twelve or more credit hours. A degree-seeking student is one who is enrolled within in a program that grants a degree program.

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 a single number of graduates from a particular cohort and the appropriate percentage rate.

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

The National Center for Education Statistics

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?

N/A

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

The college must improve graduation rates. 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.

Strategic Plan 2016-2017 through 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Baton Rouge Community College

Objective I.5: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 2,037 in 2014-2015 academic year to 2,065 in academic year 2019-20. Students may only be counted once per award level.

Indicator: Percentage 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?)

Baton Rouge 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 Board of Regents 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 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.

Strategic Plan 2016-2017 through 2020-2021

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

N/A

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?)

A single number of awards for the previous academic year will be reported.

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

Baton Rouge 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. It is also a count of awards, unduplicated by award level, which is consistent with higher education accountability measures.

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.

**CENTRAL LOUISIANA
TECHNICAL COMMUNITY COLLEGE**

**STRATEGIC PLAN
2018 to 2022**

(FY 2017/18 to FY 2021/22)

Strategic Plan 2017-2022

Introduction: Central Louisiana Technical Community College (CLTCC) serves nine parishes (Allen, Avoyelles, Catahoula, Concordia, Grant, LaSalle, Rapides, Vernon, Winn) in central Louisiana and has seven sites: 1) the Main Campus in Alexandria; 2) the Avoyelles Site in Cottonport; 3) the Huey P. Long Site in Winnfield; 4) the Rod Brady Site in Jena; 5) the Lamar Salter Site in Leesville; 6) the Oakdale Site in Oakdale; and 7) the Ferriday Site in Ferriday. Additionally, CLTCC provides instruction in four state prisons and two federal correctional institutions.

Vision: Central Louisiana Technical Community College (CLTCC) aspires to produce knowledgeable, skilled, and confident citizens to contribute to the sustainability of the local, state, and national economy through effective academic and technical education skills. The college will increase its offerings of rapid, flexible, and innovative training and instruction to address changing workforce needs. CLTCC strives to increase community awareness of the educational opportunities offered and the importance of educational resources available through community outreach. The Central Louisiana Technical Community College endeavors to increase access for students, develop cooperatives with local business and industry, and demand improvements in effectiveness and accountability from leadership via integrated operations.

Mission: Central Louisiana Technical Community College (CLTCC) is a comprehensive public two-year community college that provides academic, occupational and specialized training leading to industry-based certifications, technical certificates, diplomas, and associate degrees. CLTCC also responds to the needs of the community by providing personalized enrichment for individuals and customized adult education for educationally disadvantaged populations. Using innovative educational strategies, the college creates a skilled workforce and prepares individuals for advanced educational opportunities.

Philosophy: To attain the mission of the Central Louisiana Technical Community College (CLTCC) through optimum utilization of the campuses and its intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence.

Strategic Plan 2017-2022

PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective I.1: Increase fall headcount enrollment in public postsecondary education at CLTCC by 10% from the baseline level of 2,445 in fall 2015 to 2,690 by fall 2021.

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.

Strategy I.1.1: Maintain alignment of program offerings at each campus.

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.

Performance Indicators:

Output: Number of students enrolled in the fall semester.

Outcome: Percent change in the number of students enrolled.

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". Student 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.

Goal II: Ensure Quality and Accountability

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 0.8 percentage points from the Fall 2014 cohort (to the Spring AY2014-15) baseline level of 69.2% to 70.0% by spring, 2022 (retention of Fall 2021 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.

Strategic Plan 2017-2022

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

Strategy I.1.1: Implement retention strategies to improve student progression.

Strategy I.1.2: Expand availability of student success course.

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

Performance Indicators:

Output: Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Technical College campus of initial enrollment.

Objective II.2: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 419 in academic year 2014/15 to 566 in academic year 2021/22. 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 II.1.1: Implement retention strategies to improve student progression.

Strategy II.1.2: Expand availability of student success course.

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

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

Strategy II.1.5: Expand online learning opportunities.

Performance Indicators:

Output: Total number of completers for all award levels.

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

Strategic Plan 2017-2022

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:

Central Louisiana Technical Community College is comprised of:

- Main Campus:
 - Alexandria Campus
- Branch Campuses:
 - Ward H. Nash Avoyelles Campus
 - Huey P. Long Campus
 - Lamar Salter Campus
 - Oakdale Campus
 - Ferriday Campus
- Extension Campus:
 - Rod Brady Center
- Instructional Service Centers:
 - Allen Correctional Center
 - Avoyelles Correctional Center
 - Federal Correctional Center
 - Learning Center for Rapides Parish
 - USP Pollock Penitentiary
 - Winn Correctional Facility.

Central Louisiana Technical Community College has facilities and/or programs strategically placed throughout Rapides, Avoyelles, Grant, Vernon, Beauregard, Allen, Concordia, Catahoula, Winn, LaSalle 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 Air Conditioning, Automotive Technology, Barber-Styling, Business Office Technology, Building Technology Specialist, Cabinet & Furniture Construction, Carpentry, Collision Repair Technology, Computer Technology, Criminal Justice, Culinary Arts, Drafting and Design, Electrician, Forest Technology, Horticulture/Landscaping, Hotel & Tourism, Industrial Instrumentation & Electrical Technology, Masonry, Manufacturing Technology, Nurse Assistant, Outdoor Power Equipment, Patient Care Technician, Pharmacy Technician, Phlebotomy, Practical Nursing, Welding.

Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy. Louisiana's businesses and industries are primary clients and users of Central Louisiana Technical Community College thereby contributing to workforce development, job training and retraining.

Strategic Plan 2017-2022

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

State funding for higher education has decreased significantly over the last 8 years. Since the 2008 financial crises state support for higher education has decreased more than 40 percent, a decrease of \$683 million. At present, Louisiana faces one the largest budget crisis in our state's history. Because higher education and health care are the only two large areas of the budget expenditures with no constitutional or statutory protection from the budget reductions the college could see further reductions in state funding. Reduced funding 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 effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

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.

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.
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 *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 LCTCS Strategic Plan as well as the plans of the system colleges. In addition, the System identified strategic directions

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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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective I.1: Increase fall headcount enrollment in public postsecondary education at CLTCC by 10% from the baseline level of 2,445 in fall 2015 to 2,690 by fall 2021.

Indicator: Number of students enrolled in the fall semester.

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.

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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 in the campuses of Central Louisiana Technical Community College in each fall semester.

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

The LCTCS 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: Central Louisiana Technical Community College.

Objective II.1 Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 0.3 percentage points from the Fall 2014 cohort (to the Spring AY2014-15) baseline level of 69.2% to 70.0% by spring, 2022 (retention of Fall 2021 cohort)

Indicator: Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at Central Louisiana 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, 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

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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 (or graduate) in the following spring semester.

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

FTFT = first-time in college, full-time, degree-seeking students.

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 FTFT students enrolled in the campuses of Central Louisiana Technical Community College in each fall term. The percentage change will be measured in the aggregate.

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 college 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?

Enrollment drives many management decisions. The size of an institution's enrollment and any changes in enrollment impact scheduling, hiring, future planning, program demands, facilities management, etc.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: Central Louisiana Technical Community College.

Objective II.2: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 419 in academic year 2014/15 to 566 in academic year 2021/22. Students may only be counted once per award level.

Indicator: Number of completers for all applicable award levels in a given academic year.

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, 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.)

The standard method practiced statewide uses the Board of Regents Completer File in which each award is recorded and submitted by each institution.

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 awards conferred by Central Louisiana Technical Community College for the previous academic year.

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

Each institution submits the completer 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 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.

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

Central Louisiana 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.

Strategic Plan 2016 -2020



Delgado Community College Strategic Plan (2016-20)

Introduction

Delgado Community College is a multi-campus college located in an urban area serving a diverse student population. There are close to 20,000 students enrolled in 40+ programs making it the second largest college in the state of Louisiana.

Vision Statement

Delgado Community College is a diverse, dynamic, comprehensive community college committed to student success through innovative leadership, to excellence in teaching and learning, and to the cultural enrichment of the community it serves.

Mission Statement

Delgado Community College, a comprehensive community college, offers programs through the Associate degree. The College provides a learning-centered environment through face-to-face and distance education to prepare students from diverse backgrounds to attain their educational, career, and personal goals, to think critically, to demonstrate leadership and to be productive and responsible citizens.

Philosophy Statement

Delgado's mission, vision, core values and learning centered principles continue to direct the College's commitment to economic development and the improvement of the quality of life for the people of Louisiana.

Strategic Plan 2016 -2020

PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective 1.1: Increase the fall 14th class day headcount enrollment in public postsecondary education by 21.6% from the baseline level of 16,520 in Fall 2015 to 20,088 by Fall 2020.

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 public postsecondary education.

Outcome: Percent change in the number of students enrolled (as of the 14th class day) in public postsecondary education.

Objective 1.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 2.6 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 48.6% to 51.2% by Fall 2020 (retention of Fall 2019 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 Post-secondary Education and LA GRAD Act.

Strategy 1.2.1: Expand system-wide and campus-specific retention programming.

Strategy 1.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.2.3: Expand academic and training support and resource centers.

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Performance Indicators:

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

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

Objective 1.3: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the Fall to the Spring semester at the same institution of initial enrollment by 1.1 percentage point from the Fall 2014 cohort (to the Spring AY 2014-15) baseline level of 78.6% to 79.7% by Spring 2020 (retention of Fall 2019 cohort to the Spring AY 2019-20).

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 Post-secondary Education and LA GRAD Act.

Strategy 1.3.1: Expand system-wide and campus-specific retention programming.

Strategy 1.3.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.3.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

Goal II: Ensure Quality and Accountability.

Objective 2.1: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) of 11.3% for the Fall 2011 cohort to 14.0% by 2019-20 (fall 2016 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 Post-secondary Education and LA GRAD Act.

Strategy 2.1.1: Assess admissions criteria at four-year institutions to promote better

Strategic Plan 2016 -2020

student-to-institution match.

Strategy 2.1.2: Expand system-wide and campus-specific retention programming.

Strategy 2.1.3: 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 years from public postsecondary education.

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

Objective 2.2: Maintain the total number of completers for all applicable award levels in a given academic year from the baseline year number of 2,335 in 2014-15 academic year to 2,335 in academic year 2019-20. 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 Post-secondary Education and LA GRAD Act.

Strategy 2.2.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 2.2.2: Expand system-wide and campus-specific retention programming.

Strategy 2.2.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 2.2.4: 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.

Strategic Plan 2016 -2020

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:

Delgado Community College is comprised of sites at City Park, West Bank, Charity School of Nursing, Slidell, Jefferson, Sidney Collier and Maritime, Fire & Industry Center. Delgado has facilities and/or programs strategically placed throughout Orleans, Jefferson, & St. Tammany, 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 (general education, health occupations, information technology, business occupations, manufacturing, construction, drafting, culinary, human services, public services and others. Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy. Delgado 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

The current economic environment results in a reduction in the state and national funds available to fund the operations of Delgado. 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 effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

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.
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.

Strategic Plan 2016 -2020

The goals and objectives in this *Five-year Strategic Plan* were derived in part from the *LCTC System Our Louisiana 2020 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.

Strategic Plan 2016 -2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: Delgado Community College

Objective 1.1: Increase the fall 14th class day headcount enrollment in public postsecondary education by 21.6% from the baseline level of 18,093 in Fall 2012 to 22,000 by Fall 2018.

Indicator Name: Number of students enrolled (as of the 14 class day) in public postsecondary education.

Indicator LaPAS PI Code: 15066

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

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

4. Clarity (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).

5. Data Source, Collection and Reporting: Data is submitted by the college to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. 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.

6. Calculation Method: The standard method practiced statewide uses the Regents' SSPS unit record system where each enrolled student, regardless of course load, is counted.

7. Scope: This indicator is the aggregate of all students enrolled in the campuses of Delgado College in each fall term.

8. Caveats: 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.

9. Accuracy, Maintenance, Support: Yes, the Office of the Legislative Auditor has audited the SSPS file for Delgado, and gave it a 'Sufficiently Reliable' rating.

10. Responsible Person: The Registrar at Delgado 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.

Strategic Plan 2016 -2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: Delgado Community College

Objective 1.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 2.6 percentage points from the Fall 2011 cohort (to Fall 2012) baseline level of 52.4% to 55.0% by Fall 2018 (retention of Fall 2017 cohort).

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

Indicator LaPAS PI Code: 24793

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Delgado 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by the college to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. 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.

6. Calculation Method: 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 following fall semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the fall semester students, resulting in a percentage change.

7. Scope: This indicator is the aggregate of all students enrolled in the campuses of Delgado College in each fall term.

8. Caveats: 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.

9. Accuracy, Maintenance, Support: Yes, the Office of the Legislative Auditor has audited the SSPS file for Delgado, and gave it a 'Sufficiently Reliable' rating.

Strategic Plan 2016 -2020

10. Responsible Person: The Registrar at Delgado 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.

Strategic Plan 2016 -2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: Delgado Community College

Objective 1.3: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 1.1 percentage point from the Fall 2011 cohort (to the Spring AY 2011-12) baseline level of 82.4% to 83.5% by Spring 2018 (retention of Fall 2017 cohort).

Indicator Name: Percentage of first-time in college, full-time, degree-seeking students retained to the following spring at the same institution of initial enrollment

Indicator LaPAS PI Code: 24795

1. Type: Output **Level:** Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Delgado 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by the college to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. 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.

6. Calculation Method: 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 following fall semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the fall semester students, resulting in a percentage change.

7. Scope: This indicator is the aggregate of all students enrolled in the campuses of Delgado College in each fall term.

8. Caveats: 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.

9. Accuracy, Maintenance, Support: Yes, the Office of the Legislative Auditor has audited the SSPS file for Delgado, and gave it a 'Sufficiently Reliable' rating.

Strategic Plan 2016 -2020

10. Responsible Person: The Registrar at Delgado 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.

Strategic Plan 2016 -2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: Delgado Community College

Objective 2.1: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) baseline year rate of 2.6% for the Fall 2009 cohort to 5.2% by 2017-18 (fall 2014 cohort).

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

Indicator LaPAS PI Code: 24797

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Delgado 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by Delgado to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS) and Statewide Completer System (SCS). The BOR systems has been in existence for over 30 years.

SSPS: 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.

SCS: 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.

6. Calculation Methodology: Graduation rate is the total number of completers within 150% of normal time divided by the fall entering cohort total.

7. Scope: This indicator is the aggregate of all completers at Delgado within 150% of normal time (based on a specific fall cohort).

SCS: Delgado 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 Completters.

8. Caveats: 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.

Strategic Plan 2016 -2020

9. Accuracy, Maintenance, Support: Yes, the Office of the Legislative Auditor has audited both the SSPS and SCS files for Delgado, and gave it ‘Sufficiently Reliable’ ratings for both.

10. Responsible Person:

SSPS: The registrar at Delgado 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.

Strategic Plan 2016 -2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: Delgado Community College

Objective: 2.2: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 2,086 in 2011-12 academic year to 2,295 in academic year 2018-19. Students may only be counted once per award level.

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

Indicator LaPAS PI Code: 24799

1. Type: Output **Level:** Key

2. Rationale, Relevance, Reliability: Delgado 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. Use: 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.

4. Clarity (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 Delgado Community College.

5. Data Source, Collection and Reporting: 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. 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.

6. Calculation Methodology: The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution.

7. Scope: This indicator is the aggregate of all postsecondary awards conferred by Delgado Community College for the previous academic year.

8. Caveats: 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.

9. Accuracy, Maintenance, Support: Yes, the Office of the Legislative Auditor has audited the SCS file for Delgado, and gave it a 'Sufficiently Reliable' rating.

10. Responsible Person: Delgado 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 Completters.



Fletcher Technical Community College

Strategic Plan 2016-2020

July 2016

Fletcher Technical Community College Strategic Plan 2016-2020

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

Core Values:

- Student Centered / Learning Centered
- Quality
- Responsiveness
- Diversity
- Flexibility
- Innovation
- Collaboration with internal and external stakeholders

Goals and Objectives:

I. Goal: Increase Opportunities for Student Access and Success

Objective I.1: Increase fall credit end-of-term headcount enrollment at Fletcher by 11.6% from the baseline level of 2,146 in fall 2015 to 2,396 by fall 2020.

State Outcome Goal Links: 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.

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 Fletcher.

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

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

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

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

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

Fletcher Technical Community College Strategic Plan 2016-2020

Performance Indicators:

Output: Number of credit students enrolled in fall as of end of term at Fletcher.

Outcome: Percent change in the number of credit students enrolled from fall to fall as of end of term at Fletcher.

Objective I.2: 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 3.9 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 56.3% to 60.2% by fall 2020 (retention of fall 2019 cohort to fall 2020).

State Outcome Goal Links: 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 I.2.1: Implement retention strategies to improve student progression.

Strategy I.2.2: Expand academic and training support and resource centers.

Strategy I.2.3: Continue assessment of student services utilizing student opinion surveys.

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.

Objective I.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2011 cohort for all institutions) of 12.2% to 15.0% by AY2019-2020 (fall 2016 cohort).

State Outcome Goal Links: 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 I.3.1: Implement retention strategies to improve student progression.

Strategy I.3.2: Expand academic and training support and resource centers.

Strategy I.3.3: Expand program and course offerings at Fletcher.

Strategy I.3.4: Promote electronic (distance) learning activities in each region of the state.

Performance Indicators:

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

Fletcher Technical Community College Strategic Plan 2016-2020

Outcome: Number of students identified in the percentage of first-time, full-time, degree-seeking graduating within three years.

II. Goal: Ensure Quality and Accountability

Objective II.1: Increase the total number of 1-year certificate completers in a given academic year from the baseline number of 327 in 2014-2015 to 385 in AY 2019-2020 (students may be counted only once per award level).

State Outcome Goal Links: 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 II.1.1: Implement retention strategies to improve student progression.

Strategy II.1.2: Expand academic and training support and resource centers.

Performance Indicators:

Output: Number of unique students earning a certificate in the reporting year.

Outcome: Percent change in program completers earning a certificate.

Objective II.2: Increase the total number of diploma completers in a given academic year from the baseline number of 50 in 2014-2015 to 60 in AY 2019-2020 (students may be counted only once per award level).

State Outcome Goal Links: 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 II.2.1: Implement retention strategies to improve student progression.

Strategy II.2.2: Expand academic and training support and resource centers.

Performance Indicators:

Output: Number of unique students earning a diploma in the reporting year.

Outcome: Percent change in program completers earning a diploma.

Objective II.3: Increase the total number of associate degree completers in a given academic year from the baseline number of 196 in 2014-2015 to 227 in AY 2019-2020 (students may be counted only once per award level).

State Outcome Goal Links: Youth Education; Diversified Economic Growth; Safe and Thriving

Fletcher Technical Community College Strategic Plan 2016-2020

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 II.3.1: Implement retention strategies to improve student progression.

Strategy II.3.2: Expand academic and training support and resource centers.

Performance Indicators:

Output: Number of unique students earning an associate degree in the reporting year.

Outcome: Percent change in program completers earning an associate degree.

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:

Fletcher Technical Community College serves the citizenry of south Louisiana by providing the following programs: accounting technology, office systems, general studies, criminal justice, marine operations, integrated production technologies, patient care technician, phlebotomy, practical nursing, nursing, nursing assistant, cardiopulmonary care science, automotive, drafting and design, electrician, machine tool, marine diesel engine, welding, and technical studies. The customers extend beyond students to all citizens who benefit from a healthy economy. Since the institution contributes to workforce development and job training and retraining, business and industry are primary clients and users of the college's services.

II. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

A list of external factors that are beyond the control of Fletcher Technical Community College that could significantly affect the achievement of its goals includes:

1. The Administration

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

2. The Economy

At present, Louisiana's economy is experiencing the impacts of the national recession and the loss of federal stimulus support. 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

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

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

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

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

II. Goal: Ensure Quality and Accountability.

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

Constitution (Article VIII, Section 5 (D) 1,2) - To revise or eliminate existing academic programs and to approve or disapprove new program proposals. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes. 3. Constitution (Article VIII, Section 5 (D) 3) - To study the need for new institutions or change in mission of existing institutions. Similar statutory language appears in Title 17 of the Louisiana Revised Statutes.

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

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

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

See Performance Indicator Documentation attached for each objective.

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

For the purposes of Act 1465 of 1997, Fletcher Technical 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.

Fletcher Technical Community College Strategic Plan 2016-2020

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: Fletcher Technical Community College

Objective: Increase fall credit end-of-term headcount enrollment at Fletcher by 11.6% from the baseline level of 2,146 in fall 2015 to 2,396 by fall 2020.

Indicator: Number of students identified in the percentage of first-time, full-time, degree-seeking graduating within three years.

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?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

The source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

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.

End-of-term enrollment refers to the actual number of students enrolled (as opposed to full-time 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?

This indicator is the aggregate of all students enrolled at the end of a 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?

No real weaknesses or limitation are foreseen.

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: Fletcher Technical Community College

Objective: 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 3.9 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 56.3% to 60.2% by fall 2020 (retention of fall 2019 cohort to fall 2020).

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?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

The source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

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.

The indicator does not contain unclear terms.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students enrolled at the end of a 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?

No real weaknesses or limitation are foreseen.

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

Retention drives many management decisions.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Community and Technical College System

Objective I.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2011 cohort for all institutions) of 12.2% to 15.0% by AY2019-2020 (fall 2016 cohort).

Indicator: Number of students identified in the percentage of first-time, full-time, degree-seeking graduating within three years.

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?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data source of this indicator is the Board of Regents Statewide Student Profile System (SSPS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

The data is submitted three times annually in the summer, fall, and spring. For this indicator, fall data (the national standard) will be used.

5. How is the indicator calculated? Is this a standard calculation?

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.

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 the same institution graduation rate.

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 or limitation are foreseen.

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

The number of students graduating from any given program assists decision makers with determining the viability of programs.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Fletcher Technical Community College

Objective II.1: Increase the total number of 1-year certificate completers in a given academic year from the baseline number of 327 in 2014-2015 to 385 in AY 2019-2020 (students may be counted only once per award level).

Indicator: Percent change in program completers earning a certificate.

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.)

The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability.

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?)

Data is submitted annually.

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 Regents' SCS is a unit record system where each student earning a credential is recorded.

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

The indicator does not contain unclear terms.

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 per student.

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

Each institution submits the SCS 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 SCS.

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 or limitation are foreseen.

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

The number of students graduating from any given program assists decision makers with determining the viability of programs.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Fletcher Technical Community College

Objective II.2: Increase the total number of diploma completers in a given academic year from the baseline number of 50 in 2014-2015 to 60 in AY 2019-2020 (students may be counted only once per award level).

Indicator: Percent change in program completers earning a diploma.

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?

The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

Data is submitted annually.

5. How is the indicator calculated? Is this a standard calculation?

The Regents' SCS is a unit record system where each student earning a credential is recorded.

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

The indicator does not contain unclear terms.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all per student.

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

Each institution submits the SCS 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 SCS.

9. Does the indicator have limitations or weaknesses?

No real weaknesses or limitation are foreseen.

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

The number of students graduating from any given program assists decision makers with determining the viability of programs.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Fletcher Technical Community College

Objective II.3: Increase the total number of associate degree completers in a given academic year from the baseline number of 196 in 2014-2015 to 227 in AY 2019-2020 (students may be counted only once per award level).

Indicator: Percent change in program completers earning an associate degree.

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?

The source of this indicator is the Board of Regents Statewide Completer System (SCS). Annual legislative audits assure the source's reliability.

4. What is the frequency and timing of collection or reporting?

Data is submitted annually.

5. How is the indicator calculated? Is this a standard calculation?

The Regents' SCS is a unit record system where each student earning a credential is recorded.

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

The indicator does not contain unclear terms.

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all per student.

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

Each institution submits the SCS 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 SCS.

9. Does the indicator have limitations or weaknesses?

No real weaknesses or limitation are foreseen.

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

The number of students graduating from any given program assists decision makers with determining the viability of programs.

Louisiana Delta Community College

Strategic Plan FY 2016-2017 through FY 2020-2021

Revised June 2016

Strategic Plan FY 2016 -2017 through FY 2020-2021

Louisiana Delta Community College Strategic Plan (FY 2016-2017 through FY 2020-2021)

Introduction: Louisiana Delta Community College (LDCC) received reaffirmation of accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in June 2016. This accreditation eased transfer of credit for our students and cleared the way for new program development. Included in its recent history through 2016, the College continues to grow. In 2010, two former Northeast Louisiana Technical College (NELTC) campuses (Tallulah and Lake Providence) were consolidated with LDCC. Consolidation of former NELTC campuses continued in 2012 when five additional campuses were merged with LDCC (Bastrop, Farmerville, Ruston, West Monroe, and Winnsboro) thus creating a comprehensive community college that is made up of one central campus in Monroe and seven satellite campuses. In 2016, LDCC began preliminary coursework offerings in Jonesboro, LA. Programs have been and will continue to be expanded and enhanced across all campuses. Additionally, a wide range of workforce training and community service classes make the College a “first choice” for business and industry training in the region.

Vision Statement:

Supports Quality Life Long Learning Opportunities and Services

The operational style of Louisiana Delta Community College will best be categorized as a lifelong organization grounded in continuous processes of performance improvement. Students, clients, and staff will be part of a lifelong learning model that promotes region wide learning communities. Community network learning will include K-12, college and universities, current employees, and vital, active senior citizens.

Louisiana Delta Community College will work with its educational partners to create both career and transfer pathways in order to further the education of those in our service area; to increase the effectiveness of our workforce; and to optimize the value and relevance of educational attainment.

Louisiana Delta Community College’s efforts will focus on accessible learning systems to provide needed skills, certificates, and degrees to address educational needs of the workforce today and in the future. Louisiana Delta Community College will lead the way in responsiveness with its extended instructional modules allowing people to “learn and earn” in modern facilities.

Private industry consortiums will support Louisiana Delta Community College’s professional technical and workforce training offerings and intern placement opportunities designed to prepare a technically proficient multi-literate workforce.

Takes Pride in Diversity

Through its focus on an integrated enrollment management plan, Louisiana Delta Community College will open doors to diverse student populations on a local, national, and global level. The college will reach out to all its communities with inclusiveness to nurture and support lifelong learning success.

Strategic Plan FY 2016 -2017 through FY 2020-2021

Louisiana Delta Community College will actively seek diverse faculty and staff interested in building a community of learners.

Louisiana Delta Community College will provide diverse course offerings utilizing both face-to-face as well as distance learning modalities at times and locations convenient to our students.

Serves the Community

Louisiana Delta Community College will become a significant partner in economic development and societal improvement.

Louisiana Delta Community College will position itself to provide the education necessary to attract new business and support current business in our service area; to work with our educational partners to leverage finances and build capacity; to support transfer and articulation functions with 4-year; to expand and assure state of the art professional technical programs; and to enrich the lives of our community by providing community interest and service activities.

Louisiana Delta Community College will work collaboratively with NOVA, Work Force Investment Boards, and other similarly situated organizations to reach a broad base of constituents.

Focuses on Partnerships

With strong financial support from business and industry, Louisiana Delta Community College will create and support education as a foundation for growth and prosperity. In concert with our business and industry partners, Louisiana Delta Community College will expand modern equipment for our students and placement opportunities for our professional technical programs completers.

Louisiana Delta Community College will lead the way in support of developmental education, health care education, business education, senior education, technical education, transfer education, and community development.

Fosters Innovation and Change

Louisiana Delta Community College will be known as a learning organization dedicated to serving its communities. Louisiana Delta Community College students, faculty, and staff will be focused on learning and the assessment of learning outcomes and services to improve student success. Assessment will be seen as a central element in the overall quality of teaching and learning and the provision of college services. The short term goal of assessment will be to measure and evaluate learning and college services. The overarching goal of assessment will be to facilitate student success.

The faculty and staff's commitment to partnering with its communities will enable Louisiana Delta Community College to be recognized as a premier community college offering the people of northeast Louisiana open access and entry to anyplace -anytime learning.

Strategic Plan FY 2016 -2017 through FY 2020-2021

Manages Its Resources

Louisiana Delta Community College will seek, develop, and retain high quality employees based upon criteria related to their ability to adapt, motivate, create, and shape a learning-centered, service oriented culture.

Louisiana Delta Community College will be a model for financial leadership resulting in increased leveraging of funds to serve ever increasing learning demands. The Louisiana Delta Community College expenditure model will be aligned with the Strategic Plan enabling the college to earmark resources that advance a learning centered service oriented culture.

Louisiana Delta Community College's emphasis on community service and continuous processes improvement will generate Foundation support and access to external financial sources to provide improved facilities, scholarships, and learning improvements.

Louisiana Delta Community College will receive support for five major facilities projects throughout its twelve parish/2100 square mile service area-an infusion of \$27.850 million State of Louisiana funds (ACT 360) over the next few years. Louisiana Delta Community College is committed to raising the 12% match of \$3.342 million to accomplish the facilities build out resulting in increased learning opportunities for our students and strengthened economic growth for our service area.

Mission Statement: Louisiana Delta Community College, an open-admission, comprehensive community college, provides the citizens of northeast Louisiana with affordable and accessible high quality educational programs, services, and modern workforce training. Supported by the Louisiana Community and Technical College System, a dedicated faculty and staff fulfill this mission through their commitment to student achievement, academic excellence, lifelong learning, and the use of current technology.

Philosophy Statement:

Louisianan Delta Community College's institutional values constitute the College's philosophical statement.

Institutional Values

- Louisiana Delta Community College will provide high quality lifelong learning opportunities and services
- Louisiana Delta Community College will actively seek diverse faculty, staff, and students interested in building a community of learners
- Louisiana Delta Community College will become a significant team member in economic development and societal improvement
- Louisiana Delta Community College will be community centered and partnership focused

Strategic Plan FY 2016 -2017 through FY 2020-2021

- Louisiana Delta Community College will create an environment that fosters innovation and change
- Louisiana Delta Community College will effectively manage its human, fiscal, and physical resources

Strategic Plan FY 2016 -2017 through FY 2020-2021

PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective 1.1: Increase Fall 14th class day headcount enrollment in public postsecondary education by 5% from the baseline level of 3656 in Fall 2015 to 3838 by Fall, 2020.

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: Maintain alignment of program offerings.

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

Strategy 1.1.6: Promote and expand college attendance by adult and non-traditional students.

Performance Indicators:

Output: Number of students enrolled (as of the 14 class day) in a Fall semester at LDCC.

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

II. Goal: Ensure Quality and Accountability.

Objective 11.1: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by .4 % percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 46.0 % to 46.4 % by Fall 2020 (retention of the Fall 2019 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: Expand system wide and campus-specific retention programming.

Strategy 11.1.2: Expand availability of first-time student seminars and first-year experience courses.

Strategic Plan FY 2016 -2017 through FY 2020-2021

Strategy 11.1.3: Expand academic and training support and resource centers.

Performance Indicators:

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

Outcome: Percentage point change in the percentage of first-time, full-time, associate 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 second year at the same institution of initial enrollment by .5 % percentage points from the Fall 2015 cohort (to Spring 2016) baseline level of 72.3 % to 72.8 % by Spring 2021 (retention of Fall 2020 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, associate degree-seeking freshmen retained to the second year at the same institution.

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

Objective 11.3: Increase the graduation rate (defined and reported in the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS)) — baseline year rate (Fall 2011 cohort) - of 2% to 7% by 2020-21 (Fall 2015 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 11.3.1: Expand system wide and campus-specific retention programming.

Strategy 11.3.2: Expand efforts to encourage transfer from two-year colleges to four-year universities.

Strategic Plan FY 2016 -2017 through FY 2020-2021

Performance Indicators:

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

Outcome: Number of students identified in a first-time, full-time, degree-seeking cohort, graduating within three 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 642 in 2015-16 academic year to 674 in academic year 2020-21. 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: Expand system-wide and campus-specific retention programming.

Strategy 11.4.2: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 11.4.3: 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.

Strategic Plan FY 2016 -2017 through FY 2020-2021

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:

Louisiana Delta Community College (LDCC) is comprised of one Central Campus in Monroe with satellite campuses located in Bastrop, Jonesboro, Lake Providence, Ruston, Tallulah, West Monroe, and Winnsboro. LDCC has facilities and programs strategically placed to serve twelve parishes (Caldwell, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, and West Carroll) as well as bordering areas of Arkansas and Mississippi to ensure the citizens of our service area access to postsecondary education. The College delivers services to students enrolled in a variety of associate degree programs of study in the areas of Business Technology, Care and Development of Young Children, Process Technology, Nursing, Teaching, General Studies, Louisiana Transfer, Business Office Administration, ICT Computer Networking Support, Industrial Electronics, Industrial Instrumentation, and Drafting and Design Technology. Technical Diplomas and Certificates are offered in the following areas: Air Conditioning and Refrigeration, Automotive Technology, Barber-Styling, CNC Specialist, Diesel Powered Equipment Technology, Electrician, Industrial Maintenance Technology, Welding, Business Office Technology, EMT Basic, Nursing Assistant, Patient Care Technician, and Practical Nursing. Many programs of study enroll students from all twelve parishes in the service area as dually enrolled high school students. Additionally, the college constituents extend beyond students to all citizens that benefit from a healthy economy and who contribute tax revenues to state government and support postsecondary education in northeast Louisiana through Delta's contributions 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

The economy of both Louisiana and the nation continues to struggle with recessionary forces. The unemployment rate in Louisiana increased from 5.5% in January 2014 to 7.0% in January 2015. The current economic environment results in a reduction in the state and national funds available to fund the operations of Louisiana Delta 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. In recent years, northeast Louisiana has lost a significant amount of industry (i.e. State Farm Regional Office, International Paper, and Guide Corporation). 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 effects on postsecondary education including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

Goal I: Increase Opportunities for Student Access and Success.

Strategic Plan FY 2016 -2017 through FY 2020-2021

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.
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.

Strategic Plan FY 2016 -2017 through FY 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective I.1: Increase Fall 14th class day headcount enrollment in public postsecondary education by 5% from the baseline level of 3656 in Fall 2015 to 3838 by Fall, 2020.

Indicator: Number of students enrolled (as of the 14th class day) in campuses.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

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?

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?

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).

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students enrolled in the campuses of Louisiana Delta 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.

Strategic Plan FY 2016 -2017 through FY 2020-2021

9. Does the indicator have limitations or weaknesses?

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 affects scheduling, hiring, future planning, program demands, facilities management, etc.

Strategic Plan FY 2016 -2017 through FY 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective II.1: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by .4 % percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 46.0 % to 46.4 % by Fall 2020 (retention of the Fall 2019 cohort).

Indicator: Percentage of first-time in college, full-time, degree-seeking students retained to the second Fall semester at the same institution of initial enrollment.

1. What is the type of the indicator?

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?

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?

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?

Retention rates are the percentage of an incoming cohort of students that is retained to the following Fall.

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?

This indicator is the aggregate of all retained students at the same institution from the fall to the following Fall.

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

Strategic Plan FY 2016 -2017 through FY 2020-2021

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.

9. Does the indicator have limitations or weaknesses ?

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?

Louisiana Delta Community College remains committed to retaining and graduating students. The importance of retaining students drives many decisions, from recruitment strategies to student services, from hiring strategies to course scheduling.

Strategic Plan FY 2016 -2017 through FY 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective 11.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the second year at the same institution of initial enrollment by .5 % percentage points from the Fall 2015 cohort (to Spring 2016) baseline level of 72.3 % to 72.8 % by Spring 2021 (retention of Fall 2020 cohort).

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment.

1. What is the type of the indicator?

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?

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?

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?

Retention rates are the percentage of an incoming cohort of students that is retained in the following Fall.

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?

This indicator is the aggregate of all retained students at the same institution 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.

Strategic Plan FY 2016 -2017 through FY 2020-2021

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?

Louisiana Delta Community College remains committed to retaining and graduating students. The importance of retaining students drives many decisions, from recruitment strategies to student services, from hiring strategies to course scheduling.

Strategic Plan FY 2016 -2017 through FY 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta Community College.

Objective 11.3: Increase the graduation rate (defined and reported in the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS)) — baseline year rate (Fall 2011 cohort) - of 2% to 7% by 2020-21 (Fall 2015 cohort).

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students graduated by the institution within 150% of the program length.

1. What is the type of the indicator?

Output

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

Recognition of importance of Louisiana having a high number of students earning degrees for the improvement of the state's economy.

3. What is the source of the indicator?

The source of the data is the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS) final data.

4. What is the frequency and timing of collection or reporting?

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?

The number from the entering cohort who graduated within 150% of the time from the same institution is reported. The number graduated divided by the original cohort generates the graduation rate.

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

N/A

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of a single number of graduates from a particular cohort and the appropriate percentage rate.

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

The National Center for Education Statistics.

Strategic Plan FY 2016 -2017 through FY 2020-2021

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?

N/A

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

The college is working to improve graduation rates through more appropriate advising, sequential scheduling, career counseling, and appropriate articulation.

Strategic Plan FY 2016 -2017 through FY 2020-2021

PERFORMANCE INDICATOR DOCUMENTATION

Program: Louisiana Delta 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 642 in 2015-16 academic year to 674 in academic year 2020-21. Students may only be counted once per award level.

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

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Louisiana Delta 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?

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?

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?

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.

N/A

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all postsecondary awards conferred by Louisiana Delta Community College for the previous academic year.

Strategic Plan FY 2016 -2017 through FY 2020-2021

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

Louisiana Delta 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.

9. Does the indicator have limitations or weaknesses ?

No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. According to the LA GRAD Act, the college reports all degrees and certificates awarded 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 College 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.

Northshore Technical Community College

Mission

Northshore Technical Community College is committed to providing quality workforce training and transfer opportunities by awarding associate degrees, technical diplomas and certificates to students seeking a competitive edge in today's global economy.

Vision

In keeping with the vision of the Louisiana Community and Technical College System, the Northshore Technical Community College

- Produces knowledgeable, skilled and confident citizens ready for the future, ready for the workplace and ready to continue learning

- Delivers rapid, flexible and innovative solutions to changing workforce needs

Values

To attain the mission of the Louisiana Community and Technical College System through optimum utilization of the system and the college's human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence

PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective I.1: Increase the fall headcount enrollment by 33.7% from the baseline level of 3962 in fall 2015 to 5297 by fall 2020.

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: Our Louisiana 2020: Building the Workforce of Tomorrow.

Strategy I.1.1: Maintain alignment of program offerings at each campus.

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: Promote and expand college attendance by adult and nontraditional students.

Strategy I.1.7: Ensure access to programs and services to veteran students.

Strategy I.1.8: Provide access to Federal Student Loans.

Performance Indicators:

Output: Number of students enrolled in campuses.

Outcome: Percent change in the number of students enrolled in campuses.

Goal II: Ensure Quality and Accountability.

Objective II.1: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 3 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 49% to 52% by fall 2020 (retention of fall 2019 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 Our Louisiana 2020: Building the Workforce of Tomorrow.

Strategy II.1.1: Expand system wide and campus-specific retention programming.

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.

Performance Indicators:

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

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

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 2.9 percentage points from the fall 2014 cohort (to spring AY 2014-15) baseline level of 72.1% to 75% by spring 2020 (retention of fall 2019 cohort to spring AY 2019-20).

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 Our Louisiana 2020: Building the Workforce of Tomorrow.

Strategy II.2.1: Implement retention strategies to improve student progression.

Strategy II.2.2: Expand availability of student success course.

Strategy II.2.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same institution of initial enrollment.

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same institution of initial enrollment.

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2011 cohort for all institutions) of 31% to 35% by AY2019-2020 (fall 2016 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 Our Louisiana 2020: Building the Workforce of Tomorrow.

Strategy II.3.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy II.3.2: Expand system wide and campus-specific retention programming.

Strategy II.3.3: Expand efforts to encourage transfer from two-year colleges to four-year universities.

Performance Indicators:

Output: Percentage of students enrolled at a Two Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from public postsecondary education.

Outcome: Number of students enrolled at a Two Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from public postsecondary education.

Objective II.4: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 351 in 2014-15 to 400 in AY 2019-20. 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 Our Louisiana 2020: Building the Workforce of Tomorrow.

Strategy II.4.1: Implement retention strategies to improve student progression.

Strategy II.4.2: Expand availability of student success course.

Strategy II.4.3: Expand academic and training support and resource centers.

Strategy II.4.4: Continue assessment of student services utilizing student opinion surveys.

Strategy II.4.5: Expand online learning opportunities.

Performance Indicators:

Output: Total number of 1-year Certificate completers.

Outcome: Percent change in the number of 1-year Certificate completers from the baseline year.

Objective II.5: Increase the total number of Diploma completers in a given academic year from the baseline year number of 304 in 2014-15 to 406 in AY 2019-20. 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 Our Louisiana 2020: Building the Workforce of Tomorrow.

Strategy II.5.1: Implement retention strategies to improve student progression.

Strategy II.5.2: Expand availability of student success course.

Strategy II.5.3: Expand academic and training support and resource centers.

Strategy II.5.4: Continue assessment of student services utilizing student opinion surveys.

Strategy II.5.5: Expand online learning opportunities.

Performance Indicators:

Output: Total number of Diploma completers.

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

Objective II.6: Increase the total number of Associate completers in a given academic year from the baseline year number of 102 in 2014-15 to 210 in AY 2019-20. 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 Our Louisiana 2020: Building the Workforce of Tomorrow.

Strategy II.6.1: Implement retention strategies to improve student progression.

Strategy II.6.2: Expand availability of student success course.

Strategy II.6.3: Expand academic and training support and resource centers.

Strategy II.6.4: Continue assessment of student services utilizing student opinion surveys.

Strategy II.6.5: Expand online learning opportunities.

Performance Indicators:

Output: Total number of Associate completers.

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

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:

Northshore Technical Community College is comprised of Sullivan Main Campus, Hammond Area Branch Campus, Florida Parishes Branch Campus, B.B. “Sixty” Rayburn Correctional Center Extension Site, Pipe Trades Instructional Service Center, Pearl River High School Instructional Service Center and Southeastern Instructional Service Center. NTCC has facilities and/or programs strategically placed throughout Washington, Tangipahoa, St. Helena, and St. Tammany 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 general education, construction, drafting, health occupations, information technology, business occupations, manufacturing, transportation, and human services. Additionally, the college’s customers extend beyond students to all citizens who benefit from a healthy economy. NTCC 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 NTCC. 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. Our Louisiana 2020: Building the Workforce of Tomorrow.

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.
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. Our Louisiana 2020: Building the Workforce of Tomorrow

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

1. 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, Our Louisiana 2020: Building the Workforce of Tomorrow, and 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective I.1: Increase the fall headcount enrollment by 33.7% from the baseline level of 3962 in fall 2015 to 5297 by fall 2020.

Indicator: Number of students enrolled 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 Log On Louisiana (LOLA) database. The LCTCS retrieves this information from the SSPS. The Louisiana Legislative Audits of SSPS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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 two times annually, at the end of 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).

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 Northshore Technical Community College in each fall semester.

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: Northshore Technical Community College.

Objective I.1: Increase the fall headcount enrollment by 33.7% from the baseline level of 3962 in fall 2015 to 5297 by fall 2020.

Indicator: Percent change in the number of students enrolled in campuses.

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 Log On Louisiana (LOLA) database. The LCTCS retrieves this information from the SSPS. The Louisiana Legislative Audits of SSPS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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 two times annually, at the end of 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 change will be calculated using a standard mathematical approach, subtracting the baseline year from the year being examined and dividing the difference by the baseline year, resulting in a percentage change. $[(Y2-Yb)/Yb]$

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 in the campuses of Northshore Technical Community College in each fall term. The percentage change will be measured in the aggregate.

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?

Enrollment drives many management decisions. The size of an institution's enrollment and any changes in enrollment impact scheduling, hiring, future planning, program demands, facilities management, etc.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective II.1: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 3 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 49% to 52% by fall 2020 (retention of fall 2019 cohort).

Indicator: Percentage of first-time, full-time, associate 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?)

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 Log On Louisiana (LOLA) database. The LCTCS retrieves this information from the SSPS. The Louisiana Legislative Audits of SSPS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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 two times annually, at the end of 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.

Retention rates are the percentage of an incoming class which is retained to the second year (fall). The change will be calculated using a standard mathematical approach, previous fall first-time in college, full-time, associate degree-seeking students less those students retained to second year and dividing the difference by the fall semester students, resulting in a percentage change. $[(F_{1s}-F_{2s})/F_{1s}]$

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 retained first-time in college, full-time, associate degree-seeking students at Northshore 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 college 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?

Northshore 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective II.1: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 3 percentage points from the fall 2014 cohort (to fall 2015) baseline level of 49% to 52% by fall 2020 (retention of fall 2019 cohort).

Indicator: Percentage point change in the percentage of first-time, full-time, associate 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?)

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 Log On Louisiana (LOLA) database. The LCTCS retrieves this information from the SSPS. The Louisiana Legislative Audits of SSPS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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 two times annually, at the end of 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.

Retention rates are the percentage of an incoming class which is retained to the second year (fall). The percent point change will be calculated using a standard mathematical approach, subtracting the baseline year fall 2014 to fall 2015 retention rate from the year being examined fall to fall 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 Northshore 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?

Northshore 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 2.9 percentage points from the fall 2014 cohort (to spring AY 2014-15) baseline level of 72.1% to 75% by spring 2020 (retention of fall 2019 cohort to spring AY 2019-20).

Indicator: Percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at Northshore 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 Log On Louisiana (LOLA) database. The LCTCS retrieves this information from the SSPS. The Louisiana Legislative Audits of SSPS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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 two times annually, at the end of fall, and spring semesters. 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.

Retention rates are the percentage of an incoming class which is retained in the following spring. 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 spring semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the 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 Northshore 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 college 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?

Northshore 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective II.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained from the fall to the spring semester at the same Louisiana Technical College campus of initial enrollment by 2.9 percentage points from the fall 2014 cohort (to spring AY 2014-15) baseline level of 72.1% to 75% by spring 2020 (retention of fall 2019 cohort to spring AY 2019-20).

Indicator: Percentage point change of first-time in college, full-time, degree-seeking students retained to the spring semester at Northshore 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 Log On Louisiana (LOLA) database. The LCTCS retrieves this information from the SSPS. The Louisiana Legislative Audits of SSPS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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 two times annually, at the end of 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.

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 year fall 2014 to spring 2015 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 Northshore 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 college 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?

Northshore 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2011 cohort for all institutions) of 31% to 35% by AY2019-2020 (fall 2016 cohort).

Indicator: Percentage of students enrolled at a Two Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from 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?)

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 Board of Regents Statewide Student Profile System (SSPS) and Statewide Completers System (SCS). The Louisiana Legislative Audits of SSPS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have "sufficiently reliable data."

SSPS: The data is submitted bi-annually, first after end of fall semester, second after 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.

SCS: 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.

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 bi-annually, first after end of fall semester, second after 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.

Graduation rate is the total number of completers within 150% of normal time divided by the fall entering cohort total. This indicator is the aggregate of all completers at NTCC within 150% of normal time (based on a specific fall cohort).

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 completers at NTCC within 150% of normal time (based on a specific fall cohort).

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

Each institution submits the SSPS data SCS 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 and SCS.

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 college 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?

Northshore 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective II.3: Increase the institutional statewide graduation rate (defined as a student completing an award within 150% of "normal time") from the baseline rate (fall 2011 cohort for all institutions) of 31% to 35% by AY2019-2020 (fall 2016 cohort).

Indicator: Number of students enrolled at a Two Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from 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?)

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 Board of Regents Statewide Student Profile System (SSPS) and Statewide Completers System (SCS). The Louisiana Legislative Audits of SSPS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have "sufficiently reliable data."

SSPS: The data is submitted bi-annually, first after end of fall semester, second after 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.

SCS: 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.

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 bi-annually, first after end of fall semester, second after 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.

The total number of completers from the fall entering cohort total. This indicator is the aggregate of all completers from the specific fall cohort.

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 number of student identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of “normal” time of degree completers enrolled at a Two Year College from a public postsecondary education.

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

Each institution submits the SSPS data SCS 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 and SCS.

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 college 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?

Northshore 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective: II.4: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 351 in 2014-15 to 400 in AY 2019-20. Students may only be counted once per award level.

Indicator: Total number of 1-year Certificate completers.

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?)

Northshore 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 (SCS) from the Log On Louisiana (LOLA) database. The Louisiana Legislative Audits of SCS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have "sufficiently reliable data."

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' Student Completer File in which each student receiving one or more 1-Year Certificate(s) is counted once.

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

There is no jargon contained in this measure.

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 number of students awarded 1-Year Certificates conferred by Northshore Technical Community College for the previous academic year.

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

Northshore Technical Community College submits the Student 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 1-Year Certificate awards conferred and is not a graduation rate.

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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective: II.4: Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 351 in 2014-15 to 400 in AY 2019-20. Students may only be counted once per award level.

Indicator: Percent change in the number of 1-year Certificate 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 (SCS) from the Log On Louisiana (LOLA) database. The Louisiana Legislative Audits of SCS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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’ Student Completer File in which each student receiving one or more 1-Year Certificate(s) is counted once. This count is

subtracted from the baseline year number of 351 in 2014-15 and then divided by the baseline year number. [(By-Ey)/By]

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

There is no jargon contained in this measure.

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 number of students awarded 1-Year Certificates conferred by Northshore Technical Community College for the previous academic year. The percentage change will be measured in the aggregate.

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

NTCC submits the Student 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 1-Year Certificate awards conferred and is not a graduation rate.

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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective: II.5: Increase the total number of Diploma completers in a given academic year from the baseline year number of 304 in 2014-15 to 406 in AY 2019-20. Students may only be counted once per award level.

Indicator: Total number of Diploma completers.

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?)

Northshore 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 (SCS) from the Log On Louisiana (LOLA) database. The Louisiana Legislative Audits of SCS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have "sufficiently reliable data."

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' Student Completer File in which each student receiving one or more Diploma(s) is counted once.

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

There is no jargon contained in this measure.

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 number of students awarded diplomas conferred by Northshore Technical Community College for the previous academic year.

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

Northshore Technical Community College submits the Student 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 diploma awards conferred and is not a graduation rate.

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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective: II.5: Increase the total number of Diploma completers in a given academic year from the baseline year number of 304 in 2014-15 to 406 in AY 2019-20. Students may only be counted once per award level.

Indicator: Percent change in the number of Diploma 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 (SCS) from the Log On Louisiana (LOLA) database. The Louisiana Legislative Audits of SCS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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’ Student Completer File in which each student receiving one or more Diploma(s) is counted once. This count is subtracted from the

baseline year number of 304 in 2014-15 and then divided by the baseline year number. [(By-Ey)/By]

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

There is no jargon contained in this measure.

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 number of students awarded diplomas conferred by Northshore Technical Community College for the previous academic year. The percentage change will be measured in the aggregate.

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

NTCC submits the Student 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 Diploma awards conferred and is not a graduation rate.

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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective: II.6: Increase the total number of Associate completers in a given academic year from the baseline year number of 102 in 2014-15 to 210 in AY 2019-20. Students may only be counted once per award level.

Indicator: Total number of Associate completers.

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?)

Northshore 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 (SCS) from the Log On Louisiana (LOLA) database. The Louisiana Legislative Audits of SCS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have "sufficiently reliable data."

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' Student Completer File in which each student receiving one or more Associate(s) is counted once.

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

There is no jargon contained in this measure.

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 number of students awarded Associates conferred by Northshore Technical Community College for the previous academic year.

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

Northshore Technical Community College submits the Student 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 Associate awards conferred and is not a graduation rate.

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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northshore Technical Community College.

Objective: II.6: Increase the total number of Associate completers in a given academic year from the baseline year number of 102 in 2014-15 to 210 in AY 2019-20. Students may only be counted once per award level.

Indicator: Percent change in the number of Associate 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 (SCS) from the Log On Louisiana (LOLA) database. The Louisiana Legislative Audits of SCS data reported on the LA GRAD Act Reports over the last three years have consistently been found to have “sufficiently reliable data.”

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’ Student Completer File in which each student receiving one or more Associate(s) is counted once. This count is subtracted from

the baseline year number of 102 in 2014-15 and then divided by the baseline year number. [(By-Ey)/By]

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

There is no jargon contained in this measure.

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 number of students awarded Associates conferred by Northshore Technical Community College for the previous academic year. The percentage change will be measured in the aggregate.

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

NTCC submits the Student 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 Associate awards conferred and is not a graduation rate.

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.



REVISED June 22, 2016

Strategic Plan 2016 - 2020

Introduction

Elaine P. Nunez Community College is a unique institution of higher learning with an equally unique history. The College bears the name of the late wife of the Honorable Samuel B. Nunez, Jr., President of the Louisiana State Senate from 1982-1988 and from 1990-1996; it was the first public institution of higher learning in Louisiana to be named for a woman. Elaine P. Nunez was a lifelong resident of St. Bernard, where she was educated. She was extremely interested in, and actively supportive of, public education.

When Mrs. Nunez died, St. Bernard lost a civic-minded and dedicated individual who helped set the stage for growth and improvement in local education. In recognition of Mrs. Nunez's support of public education, the 1992 Louisiana State Legislature passed Act 341, establishing Elaine P. Nunez Community College. The Act merged Elaine P. Nunez Technical Institute and St. Bernard Parish Community College to form a comprehensive community college, offering both vocational and technical programs and arts and sciences programs. The new College was placed under the management of the Board of Trustees for State Colleges and Universities, effective July 1, 1992, and Dr. James A. Caillier, the president of the Board of Trustees, acted as the College's first president.

True to its heritage, Elaine P. Nunez Community College experienced a unique beginning in that Hurricane Andrew struck the New Orleans area on the day registration for classes was scheduled to begin. With strong support from the local community, however, the College was able to open three days later. In the spring of 1993, Elaine P. Nunez Community College was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, certificates, and diplomas. (Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nunez Community College.) This accreditation was most recently reaffirmed for ten years in 2009.

On July 1, 1999, the management of the College, along with five other community colleges, was transferred to the Board of Supervisors for the Louisiana Community and Technical College System. At the same time, the title of the College's chief executive officer was changed from "president" to "chancellor."

On August 29, 2005, Nunez Community College—and its entire service area—were struck by Hurricane Katrina, in what would become the greatest natural disaster to affect the United States in recorded history. St. Bernard Parish, the home parish of the campus, was almost completely decimated as it took a direct hit and suffered flood waters that in many areas did not recede for weeks. The first floor of every building on the Chalmette campus was flooded more than seven feet. Despite dire predictions, the College presented a fall "minimester" within weeks of the disaster, enrolling students in online classes and in classes at Slidell High School and other locations.

By the end of December, the Facilities Department, along with volunteer crews and others, had gutted the first floors of the buildings and had electricity, water, and sewer connections in the

Strategic Plan 2016 - 2020

Arts, Sciences & Technology Building. The College became an oasis in the ravaged parish and a catalyst for business and industry revitalization as it opened the campus for business in January of 2006 and resumed classes *on campus* on January 25, 2006.

Vision Statement

Nunez Community College offers educational opportunities that prepare students for lifelong learning; responsible citizenship; productive and satisfying careers as well as the opportunity to transfer to senior institutions.

Mission Statement

Nunez Community College is a comprehensive community college offering general education and occupational technologies curricula that blend the humanities, social sciences, and natural sciences and lead to associate degrees, certificates, and workforce development opportunities.

GOALS

Nunez Community College Educational Goals include providing:

1. educational opportunities that prepare students for lifelong learning, responsible citizenship, productive and satisfying careers, as well as the opportunity to transfer to senior institutions;
2. a variety of occupational programs with input from local employers and industry that prepare students for immediate employment;
3. general education courses that transfer to senior institutions;
4. a program of developmental education for students who need to strengthen their academic backgrounds;
5. student support services including educational counseling, placement testing, and career counseling designed to assist students in selecting a course of study that meets their needs;
6. a means to acquire an awareness of global and multicultural issues that produce responsible world citizens;
7. opportunities for gaining basic and general understanding of ethics;
8. instructional methods that include technologies and distance learning options that prepare students for careers in the 21st century; and
9. continuing education courses and services that meet the needs of students and the community.

Philosophy Statement

To attain the mission of Nunez Community College through optimum utilization of the system and its colleges human, intellectual and fiscal resources; to subscribe to proactive, consistent,

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sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence.

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PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective 1.1: Increase the fall headcount enrollment by 7.5% from the baseline level of 2,629 in Fall 2015 to 2826 by Fall 2020.

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 Post-secondary Education and LA GRAD Act.

Strategy 1.1.1: Expand system-wide and campus-specific retention programming.

Strategy 1.1.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.1.3: Evaluate and make improvements as necessary to Student Orientation Program.

Strategy 1.1.3: 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 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 1.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 1.2 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 54.8% to 56% by Fall 2019 (retention of Fall 2020 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 Post-secondary Education and LA GRAD Act.

Strategy 1.2.1: Expand system-wide and campus-specific retention programming.

Strategy 1.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.2.3: Evaluate and make improvements as necessary to Student Orientation

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Program.

Strategy 1.2.3: 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 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.

Goal II: Ensure Quality and Accountability.

Objective 2.1: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2011 Cohort) of 11.7% to 12.3% by 2019-20 (Fall 2015 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 Post-secondary Education and LA GRAD Act.

Strategy 2.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 2.1.2: Expand system-wide and campus-specific retention programming.

Strategy 2.1.3: Expand efforts to encourage transfer from two-year colleges to four-year

Performance Indicators:

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

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

Objective 2.2: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 410 in 2014-15 academic year to 460 in academic year 2019-20. Students may only be counted once per award level.

- Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 151 in 2014-15 to 186 in AY 2019-20.
- Maintain the total number of Diploma completers in a given academic year from the baseline year number of 35 in 2014-15 to 35 in AY 2019-20.
- Increase/Maintain the total number of Associate completers in a given academic year from the baseline year number of 224 in 2014-15 to 2 in AY 2019-20.

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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 Post-secondary Education and LA GRAD Act.

Strategy 2.2.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy 2.2.2: Expand system-wide and campus-specific retention programming.

Strategy 2.2.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy 2.2.4: 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.

Strategic Plan 2016 - 2020

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:

Nunez Community College has one campus located on Paris Road in Chalmette, Louisiana. Nunez has facilities and/or programs servicing St. Bernard, Plaquemines, Orleans, Jefferson, and St. Tammany 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 (general education, health occupations, business occupations, industrial maintenance, culinary, human services, public services and others. Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy. Nunez 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 Nunez 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 effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

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.

Strategic Plan 2016 - 2020

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: Nunez Community College

Objective 1.1: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second Fall at the same institution of initial enrollment by 1.2 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 54.8% to 56% by Fall 2019 (retention of Fall 2020 cohort).

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

Indicator LaPAS PI Code: 24801

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Nunez 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by the college to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years. 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.

6. Calculation Method: 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 following fall semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the fall semester students, resulting in a percentage change.

7. Scope: This indicator is the aggregate of all students enrolled in each fall term at Nunez Community College.

Strategic Plan 2016 - 2020

8. Caveats: 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.

9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person: The Institutional Researcher at Nunez 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.

Strategic Plan 2016 - 2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective 2.1: Increase the Graduation Rate (defined and reported in the National Center of Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2011 Cohort) of 11.7% to 12.3% by 2019-20 (Fall 2015 cohort).

Indicator Name: Percentage of students identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of the expected completion of the credential being sought from public postsecondary education.

Indicator LaPAS PI Code: 24805

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: Nunez 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.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by Nunez to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS) and Statewide Completer System (SCS). The BOR system has been in existence for over 30 years.

SSPS: The data is submitted twice annually, at the end of the fall semester and at the end of the 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.

SCS: 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.

6. Calculation Methodology: Graduation rate is the total number of completers within 150% of normal time divided by the fall entering cohort total.

7. Scope: This indicator is the aggregate of all completers at Delgado within 150% of normal time (based on a specific fall cohort).

Strategic Plan 2016 - 2020

SCS: Nunez 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.

8. Caveats: 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.

9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person:

SSPS: The Institutional Researcher at Nunez 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.

Strategic Plan 2016 - 2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: Nunez Community College

Objective: 2.2: Increase the total number of completers for all award levels in a given academic year from the baseline year number of 410 in 2014-15 academic year to 460 in academic year 2019-20. Students may only be counted once per award level.

- Increase the total number of 1-year Certificate completers in a given academic year from the baseline year number of 151 in 2014-15 to 186 in AY 2019-20.
- Maintain the total number of Diploma completers in a given academic year from the baseline year number of 35 in 2014-15 to 35 in AY 2019-20.
- Increase/Maintain the total number of Associate completers in a given academic year from the baseline year number of 224 in 2014-15 to 2 in AY 2019-20.

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

Indicator LaPAS PI Code: 24807

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Nunez 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. Use: 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.

4. Clarity (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 Nunez Community College.

5. Data Source, Collection and Reporting: 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. 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.

6. Calculation Methodology: The standard method practiced statewide uses the Regents' Completer File in which each award is counted, recorded, and submitted by each institution.

Strategic Plan 2016 - 2020

7. Scope: This indicator is the aggregate of all postsecondary awards conferred by Nunez Community College for the previous academic year.

8. Caveats: 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.

9. Accuracy, Maintenance, Support: No real weaknesses. The System Office (LCTCS) has recently started using Banner, a student data base system and the issues with switching to a new software product are currently being work on at the system level and corrected accordingly.

10. Responsible Person: Nunez 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.

Northwest Louisiana Technical College

Mission

Northwest Louisiana Technical College is an institution of higher education established to provide the citizens of northwest Louisiana with opportunities for educational, economic, professional, and personal development. Through a focus on high quality, relevant, career and technical education, the college supports economic growth and community development by educating and training students for entry and advancement in high-wage, high-demand industries.

Vision

Northwest Louisiana Technical College is a valued and integral partner in a prosperous and vital region.

Philosophy

The philosophy of Northwest Louisiana Technical College is to fulfill its mission through optimum utilization of the system and its college's human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence.

Strategic Plan 2017-2018 through 2021-2022

PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective I.1: Increase fall 14th class day headcount enrollment in public postsecondary education from the baseline level of 3081 in fall 2015 to 3238 by fall 2020.

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

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

Strategy I.1.1: Maintain alignment of program offerings at each campus.

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: Promote and expand college attendance by adult and nontraditional students.

Performance Indicators:

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

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

Strategic Plan 2017-2018 through 2021-2022

Objective I.2: Increase the percentage of first-time, full-time, degree-seeking students retained to the spring semester at the same NWLTC campus of initial enrollment by .5 percentage points from the fall, 2014 cohort (to spring AY 2014-2015) baseline level of 72.2% to 72.23% by spring, 2020 (retention of fall 2019 cohort to spring AY 2019-2020).

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

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

Strategy I.2.1: Implement retention strategies to improve student progression.

Strategy I.2.2: Expand availability of student success course.

Strategy I.2.3: Expand academic and training support and resource centers.

Strategy I.2.4: Expand tutoring programs.

Performance Indicators:

Output: Percentage of first-time, full-time, degree-seeking students from initial enrollment in fall semester at NWLTC retained to the spring semester at the same NWLTC campus of initial enrollment.

Outcome: Percentage point change in the percentage of first-time, full-time, degree-seeking students from initial enrollment in fall semester at NWLTC retained to the spring semester at the same NWLTC campus of initial enrollment.

Strategic Plan 2017-2018 through 2021-2022

Goal II: Ensure Quality and Accountability.

Objective II.1: Increase the total number of completers for each award level in a given academic year as follows:

1-year Certificate completers – increase baseline year number of 365 in 2014-15 to 384 in AY 2019-20.

Diploma completers – increase baseline year number of 386 in 2014-15 to 406 in AY 2019-20.

Associate completers – increase baseline year total of 22 in 2014-15 to 23 in AY 2019-20.

NOTE: Students may only be counted once per award level.

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

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

Strategy II.1.1: Implement retention strategies to improve student progression.

Strategy II.1.2: Expand availability of student success course.

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

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

Strategy II.1.5: Expand online learning opportunities.

Performance Indicators:

Output: Total number of completers for all award levels.

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

Strategic Plan 2017-2018 through 2021-2022

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:

Northwest Louisiana Technical College (NWLTC) is comprised of Minden Campus, Shreveport Campus, Natchitoches Campus, Mansfield Campus, Sabine Valley Campus, David Wade Correctional Instructional Service Center, Caddo Correctional Instructional Service Center, and Camp Minden Instructional Service Center. NWLTC has facilities and/or programs strategically placed throughout Bienville, Bossier, Caddo, Claiborne, Desoto, Natchitoches, Red River, Sabine and Webster 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 health occupations, information technology, business occupations, manufacturing, transportation, and human services.

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 NWLTC. 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 effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

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.

Strategic Plan 2017-2018 through 2021-2022

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. 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.

Strategic Plan 2017-2018 through 2021-2022

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northwest Louisiana Technical College.

Objective I.1: Increase fall 14th class day headcount enrollment in public postsecondary education from the baseline level of 3081 in fall 2015 to 3238 by fall 2020.

Indicator: Number of students enrolled (as of the 14th 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.

Strategic Plan 2017-2018 through 2021-2022

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 in the campuses of Northwest Louisiana Technical 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.

Strategic Plan 2017-2018 through 2021-2022

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northwest Louisiana Technical College.

Objective I.2: Increase the percentage of first-time, full-time, degree-seeking students retained to the spring semester at the same NWLTC campus of initial enrollment by .5 percentage points from the fall, 2014 cohort (to spring AY 2014-2015) baseline level of 72.2% to 72.23% by spring, 2020 (retention of fall 2019 cohort to spring AY 2019-2020).

Indicator: Percentage of first-time, full-time, degree-seeking students retained to the spring semester at the same NWLTC campus of initial enrollment.

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, 2014 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

Strategic Plan 2017-2018 through 2021-2022

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 change will be calculated using a standard mathematical approach, subtracting the fall first-time, full-time, degree-seeking students still enrolled in spring semester from fall first-time, full-time, degree-seeking students and dividing the difference by the 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 Louisiana Technical 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?

Northwest Louisiana Technical 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.

Strategic Plan 2017-2018 through 2021-2022

PERFORMANCE INDICATOR DOCUMENTATION

Program: Northwest Louisiana Technical College.

Objective: II.1: Increase the total number of completers for each award level in a given academic year as follows:

1-year Certificate completers – increase baseline year number of 365 in 2014-15 to 384 in AY 2019-20.

Diploma completers – increase baseline year number of 386 in 2014-15 to 406 in AY 2019-20.

Associate completers – increase baseline year total of 22 in 2014-15 to 23 in AY 2019-20.

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?)

Outcome

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

Northwest Louisiana Technical College recognizes the importance of Louisiana having a higher number of students earning credentials 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 Log on Louisiana (LOLA) 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

Strategic Plan 2017-2018 through 2021-2022

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.

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 Northwest Louisiana Technical College for the previous academic year.

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

Northwest Louisiana Technical 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?

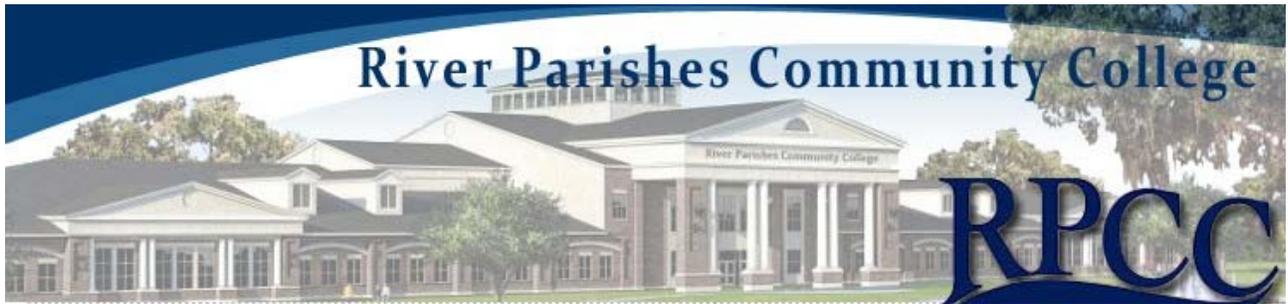
No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. Also, according to the LA GRAD Act, the college reports all awards with no duplication within an award level.

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

Northwest Louisiana Technical College must develop measures designed to increase the number of students graduating. Additional campus resources must be allocated to programs that target increased graduates. In an effort to increase AAS completers, NWLTC will pursue approval to offer General Education courses required for AAS completion. Increased resource allocation, targeted advising, improved scheduling/career counseling, and better articulation will contribute to increased graduates.



River Parishes Community College



Strategic Plan FY 2016 – 2020

June 30, 2016

RPCC Strategic Plan 2016 – 2020

Mission:

River Parishes Community College is an open admission institution that partners with the communities and businesses of the river parishes region of Louisiana to provide workforce training, certificated, diplomas and Associate Degrees.

Vision:

As the premier post-secondary learning resource for River Parishes, River Parishes Community College will be the destination of choice for education

Philosophy:

RPCC is dedicated to developing and assisting students to achieve personal, professional, and academic success. In an effort to ensure that students have opportunities to develop, the College's administration, faculty, and staff are committed to the following:

- Access: RPCC will strive to make courses, programs, and services affordable and available to all citizens of the river parishes. RPCC is a two-year open admissions institution.
- Responsiveness: RPCC will collaborate with community leaders, advisory boards, industry leaders, and business and student groups in developing curriculum, programs, and services that meet the needs of the communities it serves.
- Excellence: RPCC is committed to establishing a teaching/learning environment, both inside and outside the classroom that sustains institutional excellence.
- Quality Services: RPCC is committed to providing personalized, quality service to all students who elect to enroll at the college.

GOALS AND OBJECTIVES

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

Objective 1.1: Increase the fall credit headcount enrollment at RPCC by .5% from the baseline level of 1,957 in Fall 2015 to 1,967 by Fall 2020.

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 I.1.1: Expand system wide and campus-specific retention programming.

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

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

Performance Indicators:

Output: Number of credit students enrolled fall semester at RPCC.

Outcome: Percent change in the number of credit students enrolled fall semester at RPCC.

RPCC Strategic Plan 2016 – 2020

Objective 1.2 Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 1.0 percentage point from the Fall 2014 cohort (to Fall 2015) baseline level of 52.5% to 53.2% by Fall 2020 (retention of Fall 2019 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 Louisiana Community and Technical College System LA 2020 goals

Strategy 1.2.1: Expand system wide and campus-specific retention programming.

Strategy 1.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.2.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the second fall at RPCC.

Outcome: Percentage point change in the percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the fall year at RPCC.

Objective 1.3 Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 1.0 percentage point from the Fall 2015 cohort (to the Spring AY 2015-16) baseline level of 79.8% to 80.8% by Spring 2020 (retention of Fall 2019 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

Strategy 1.2.1: Expand system wide and campus-specific retention programming.

Strategy 1.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.2.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of fall semester first-time, full-time, degree-seeking freshmen retained to the following spring semester at RPCC.

Outcome: Percentage point change in the percentage of fall semester first-time, full-time, degree-seeking freshmen retained to the following spring semester at RPCC.

RPCC Strategic Plan 2016 – 2020

II. Goal: Ensure Quality and Accountability.

Objective II.1: Increase the Graduation Rate (defined and reported in the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2011 cohort) of 1.0 percentage point from 16.5% to 17.5% by 2019-20 (Fall 2014 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 Louisiana Community and Technical College System LA 2020 goals

Strategy II.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy II.1.2: Expand systemwide and campus-specific retention programming.

Strategy II.1.3: 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 from RPCC within 150% of "normal" time (three years).

Outcome: Number of students identified in a first-time, full-time, degree-seeking cohort, graduating from RPCC within 150% of "normal" time (three years).

Objective II.2: Maintain the total number of completers for all applicable award levels in a given academic year from the baseline level of 528 in 2014-15 academic year to 528 in academic year 2019-2020. 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 II.2.1: Expand systemwide and campus-specific retention programming.

Strategy II.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy II.2.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Total number of completers for Associate, Technical Diploma and Certificate award levels.

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

RPCC Strategic Plan 2016 – 2020

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

River Parishes Community College is comprised of two sites. The main campus is located at 925 W. Edenborne Pkwy, Gonzales, LA 70707 and houses the central administration, student services, the library and educational programs leading to transfer to a university. RPCC's Technical Education Center is located at 9697 Airline Hwy. in Sorrento. The Technical Education Center provides technical education and training in areas that include, Business and Office Technology, Drafting Technology, Instrumentation, Process Technology, Practical Nursing and Welding. Both campuses offer day and evening programs for people living in the College's primary service area: Ascension, Assumption, St. James, and St. John the Baptist Parishes. Opportunities for high school students to earn college credit before graduation are available in virtually every school system in the College's service area

II. An identification of potential external factors that are beyond the control of the entity and that could significantly affect the achievement of its goals or objectives:

A list of external factors that are beyond the control of the Board of Regents that could significantly affect the achievement of its goals includes:

1. The Administration

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

2. The Economy

At present, the economy of both Louisiana and the nation is significantly impacted by the recession. This has resulted in a significant reduction in state appropriations to the state's higher education institutions. State approved tuition increases and significant community college enrollment increases have allowed RPCC to utilize additional self-generated income to meet transfer education and technical training needs of its citizens. At the local level, the College is located in one of the state's fastest growing parishes that has a highly rated public school system and a vibrant economy dominated by the petro-chemical industry.

3. The 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.

RPCC Strategic Plan 2016 – 2020

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 *LCTCS 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.

RPCC Strategic Plan 2016 – 2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: River Parishes Community College

Objective 1.1: Increase the fall credit headcount enrollment at RPCC by .5% from the baseline level of 1,957 in Fall 2015 to 1,967 by Fall 2020.

Indicator: Number of credit students enrolled fall semester at RPCC.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

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, 2015 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?

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?

The standard method practiced for reporting headcount enrollment statewide uses the Louisiana Board of Regents (BOR) Statewide Student Profile System (SSPS) unit record system where each enrolled student regardless of course load is counted.

6. Does the indicator contain jargon, acronyms, or unclear terms?

No

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all students in the indicated cohort at RPCC campuses 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?

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.

RPCC Strategic Plan 2016 – 2020

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

River Parishes 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.

RPCC Strategic Plan 2016 – 2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: River Parishes Community College

Objective 1.2 Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 1.0 percentage point from the Fall 2014 cohort (to Fall 2015) baseline level of 52.5% to 53.2% by Fall 2020 (retention of Fall 2019 cohort).

Indicator: Percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the second fall at RPCC.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

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, 2015 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?

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?

Retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution 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 spring semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the fall semester students, resulting in a percentage change. $[(Fs-Ss)/Fs]$

6. Does the indicator contain jargon, acronyms, or unclear terms?

No

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at RPCC campuses from the fall to the following fall.

RPCC Strategic Plan 2016 – 2020

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

RPCC 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?

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?

River Parishes 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.

RPCC Strategic Plan 2016 – 2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: River Parishes Community College

Objective 1.3 Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 1.0 percentage point from the Fall 2015 cohort (to the Spring AY 2015-16) baseline level of 79.8% to 80.8% by Spring 2020 (retention of Fall 2019 cohort).

Indicator: Percentage of fall semester first-time, full-time, degree-seeking freshmen retained to the following spring semester at RPCC.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

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, 20015 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?

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?

Retention rates are the percentage of an incoming class which is retained in the following spring. 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 spring semester from fall first-time in college, full-time, degree-seeking students and dividing the difference by the fall semester students, resulting in a percentage change. $[(Fs-Ss)/Fs]$

6. Does the indicator contain jargon, acronyms, or unclear terms?

No

7. Is the indicator an aggregate or disaggregate figure?

This indicator is the aggregate of all retained students at the same campus of Louisiana Technical College from the fall to the following spring.

RPCC Strategic Plan 2016 – 2020

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?

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?

River Parishes 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.

RPCC Strategic Plan 2016 – 2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: River Parishes Community College.

Objective II.1: Increase the Graduation Rate (defined and reported in the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS)) - baseline year rate (Fall 2011 cohort) of 1.0 percentage point from 16.5% to 17.5% by 2019-20 (Fall 2014 cohort).

Indicator: Percentage of students identified in a first-time, full-time, degree-seeking cohort, graduating from RPCC within 150% of “normal” time (three years).

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

The source of the data is the National Center for Education Statistics (NCES) Graduation Rate Survey (GRS)

4. What is the frequency and timing of collection or reporting?

The student cohort data includes those student who entered RPCC at First-time, full-time degree seeking students during the fall semester three years earlier and completed an associate degree at any time prior to the third fall semester following. Counts of numbers of students in the cohort completing graduation requirements within three years are submitted annually (each spring) to the NCES for the prior academic year.

5. How is the indicator calculated? Is this a standard calculation?

The count of an entering cohort who graduated within three years from RPCC is reported. The number of graduates divided by the total count of the cohort generates a graduation rate.

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?

This indicator is the aggregate of all students in the indicated cohort at RPCC campuses who obtain an associate degree within three years.

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

RPCC submits data as specified by the National Center for Education Statistics (NCES). The NCES is responsible for analysis and ensuring quality of the data.

9. Does the indicator have limitations or weaknesses? 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.

RPCC Strategic Plan 2016 – 2020

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

River Parishes 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.

RPCC Strategic Plan 2016 – 2020

PERFORMANCE INDICATOR DOCUMENTATION

Program: River Parishes Community College

Objective II.2: Maintain the total number of completers for all applicable award levels in a given academic year from the baseline level of 528 in 2014-15 academic year to 528 in academic year 2019-2020. Students may only be counted once per award level.

Indicator: Total number of completers for Associate, Technical Diploma and Certificate award levels.

1. What is the type of the indicator?

Output

2. What is the rationale for the indicator?

Recognition of importance of Louisiana having educated citizens.

3. What is the source of the indicator?

Data is submitted by the college to the LCTCS and Board of Regents Statewide Completer System. This system has been in existence for over 30 years.

4. What is the frequency and timing of collection or reporting?

Data is submitted annually each July by the college to the BOR Statewide Completer System. All completers of certificate or associate degrees during the immediately previous academic year are reported. Data are audited by Board of Regents in association with GRAD Act performance verification.

5. How is the indicator calculated? Is this a standard calculation?

Total numbers of degrees awarded at the certificate and associate degree levels are summed. A count of all degrees awarded to individual students at the same level following the first award is ten subtracted from the totals for each level, resulting in a headcount of students receiving degrees at each award level. Sums for each award level are totaled to generate the indicator value.

5. 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?

This indicator is the aggregate of all students at RPCC campuses who obtained a certificate or associate degree during the previous academic year.

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

RPCC submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the college to correct errors. When both campus submissions are complete, the Regents' staff builds a master Completers file.

9. Does the indicator have limitations or weaknesses? 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, so the number of degrees actually awarded may be larger than the count reported.

RPCC Strategic Plan 2016 – 2020

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

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

South Central Louisiana Technical College

Mission

South Central Louisiana Technical College (SCLTC) is committed to preparing individuals for improved quality of life, workforce success, and lifelong learning while addressing the needs of business and industry.

Vision

In keeping with the Louisiana Community and Technical College System (LCTCS), South Central Louisiana Technical College will:

- Produce knowledgeable, skilled and confident citizens ready for the future, ready for the workplace and ready to continue learning
- Deliver rapid, flexible and innovative solutions to changing workforce needs

Philosophy

The philosophy of South Central Louisiana Technical College is to fulfill its mission through optimum utilization of the system's and the college's human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance, commitment, and accountability to all processes and procedures thus building and sustaining public confidence.

Strategic Plan 2017-2018 through 2021-2022

PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective I.1: Increase fall credit headcount enrollment for South Central Louisiana Technical College (SCLTC) by 1.5% from the baseline level of 2,674 in fall 2015 to 2,714 by fall 2020.

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

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

Strategy I.1.1: Maintain alignment of program offerings at each campus.

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: Promote and expand college attendance by adult and nontraditional students.

Performance Indicators:

Output: Number of students enrolled (full term) at all SCLTC campuses.

Outcome: Percent change in the number of students enrolled (full term) at all SCLTC campuses.

Strategic Plan 2017-2018 through 2021-2022

Objective I.2: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 2.0% percentage points from the Fall 2014 cohort (to the Spring 2015) baseline level of 76.0% to 77.5 by Fall 2020 (retention of Fall 2019 Cohort).

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

Strategy I.2.1: Implement retention strategies to improve student progression.

Strategy I.2.2: Expand availability of student success course.

Strategy I.2.3: Expand student and employee recruitment efforts.

Strategy I.2.4: Expand tutoring programs.

Performance Indicators:

Output: Percentage of first-time, full-time, degree seeking students from initial enrollment in Fall semester at SCLTC retained to the Spring semester at SCLTC.

Outcome: Percent point change in percentage of first-time, full-time, degree seeking students from initial enrollment in Fall semester at SCLTC retained to the Spring semester at SCLTC.

Strategic Plan 2017-2018 through 2021-2022

Goal II: Ensure Quality and Accountability

Objective II.1: Increase the total number of completers for each award level in a given academic year as follows:

1-year Certificate completers—increase baseline year number of 178 in 2014-15 to 187 in AY 2019-20.

Diploma completers—increase baseline year number of 135 in 2014-15 to 142 in AY 2019-20.

Associate completers—increase baseline year number of 162 in 2014-15 to 170 in AY 2019-20.

NOTE: Students may only be counted once per award level.

Louisiana: Vision 2020 Link: Objective 1.64 – Percentage of residents who have graduated from a two-year technical or community college.

Strategy II.1.1: Implement retention strategies to improve student progression.

Strategy II.1.2: Expand availability of student success course.

Strategy II.1.3: Expand academic and training support.

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

Performance Indicators:

Output: Number of completers for each award level

Outcome: Percentage point change in the number of completers for each award level from the baseline year.

Strategic Plan 2017-2018 through 2021-2022

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:

South Central Louisiana Technical College is comprised of five locations. These include the Young Memorial (main campus) in Morgan City; Young Memorial Marine (extension campus) in Morgan City; Lafourche (branch campus) in Thibodaux; Galliano (instructional service center) in Cut Off; and Reserve (branch campus) in Reserve.

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 SCLTC. 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.
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.

Strategic Plan 2017-2018 through 2021-2022

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.

Strategic Plan 2017-2018 through 2021-2022

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Central Louisiana Technical College

Objective I.1: Increase fall credit headcount enrollment for South Central Louisiana Technical College (SCLTC) by 1.5% from the baseline level of 2,674 in fall 2015 to 2,714 by fall 2020.

Indicator: Number of students enrolled (full term) 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 Log On Louisiana (LOLA) 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).

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 South Central Louisiana Technical 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.

Strategic Plan 2017-2018 through 2021-2022

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Central Louisiana Technical College.

Objective I.2: : Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 2.0% percentage points from the Fall 2014 cohort (to the Spring 2015) baseline level of 76.0% to 77.5 by Fall 2020 (retention of Fall 2019 Cohort).

Indicator: Percent change in the number of students enrolled for the entire term at all SCLTC campuses.

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 rationale for this indicator is the recognition of the 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 Log On Louisiana (LOLA) 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 2014 enrollment figures as the baseline years 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, 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 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.

Strategic Plan 2017-2018 through 2021-2022

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 change will be calculated using a standard mathematical approach, subtracting the fall first-time in college, full-time, degree-seeking students still enrolled in spring semester from fall first-time in college, full-time, degree seeking students and dividing the difference by the 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 campuses of South Central Louisiana Technical College in each fall term to the following spring 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?

South Central Louisiana Technical 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.

Strategic Plan 2017-2018 through 2021-2022

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Central Louisiana Technical College.

Objective II.1: Increase the total number of completers for each award level in a given academic year as follows:

1-year Certificate completers—increase baseline year number of 178 in 2014-15 to 187 in AY 2019-20.

Diploma completers—increase baseline year number of 135 in 2014-15 to 142 in AY 2019-20.

Associate completers—increase baseline year number of 162 in 2014-15 to 170 in AY 2019-20.

NOTE: Students may only be counted once per award level.

Indicator: Total number of completers at each award level at SCLTC campuses.

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 rationale for this indicator is the recognition of the importance of Louisiana having a higher number of students earning credentials 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 Log on Louisiana (LOLA) 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 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 as well as recognized by the Board of Regents.

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 South Central Louisiana Technical College for the previous academic year.

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

South Central Louisiana Technical 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?

South Central Louisiana Technical College must increase the number of students completing credentials. Additional campus resources must be allocated to programs that increase

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credentials. More targeted advising, better scheduling, career counseling, and better articulation will all contribute to increased graduates.

South Louisiana Community College



Strategic Plan FY 2017-18 through FY 2021-22

In compliance with Act 1465 of 1997

June 30, 2016

**SOUTH LOUISIANA COMMUNITY COLLEGE (SLCC)
STRATEGIC PLAN**

Mission Statement

The mission of South Louisiana Community College (SLCC) is to transform and enrich the lives of individuals and communities. SLCC commits to providing skills and knowledge through a dynamic learning environment where students realize their potential, compete in today's global economy and perpetuate to solve the complex problems of tomorrow.

Vision Statement

SLCC will excel in providing innovative educational solutions to empower learners. Know and know how at SLCC, a great place to work and learn.

Philosophy Statement:

To attain the mission of SLCC through optimum utilization of the college's human, intellectual and fiscal resources; to subscribe to proactive, consistent, sound decision-making practices; and to maintain relevance and accountability in all processes and procedures thus building and sustaining public confidence.

Who We Serve

SLCC is a community asset that serves students and the community by creating opportunities for accessible and relevant lifelong learning. While meeting the ever-changing training and capability needs of business and industry, SLCC prepares students to fully engage in and contribute to their personal development, and educational and economic successes.

Strategic Imperatives

SLCC focuses on five strategic imperatives to achieve its vision and mission:

Strategic Imperative 1: Student Success: Learning Environment, Access, Retention and Next Step Achievement

Strategic Imperative 2: Internal Relationships: Engaging and Sustaining Work Environments

Strategic Imperative 3: Educational Programs: Student-Centered and Market-Driven Pathways to the Future

Strategic Imperative 4 Economic Development: Learning Enterprise for the Public that is Innovative and Inspiring

Strategic Imperative 5: Community Partnerships: Engaging Relationships with the Local Community

GOALS AND OBJECTIVES

Goal I: Increase Opportunities for Student Success.

Objective I.1: Increase the fall semester for-credit enrollment headcount at SLCC by **7.5%** from the baseline level of **6,958** in Fall 2015 to **7,480** by Fall 2020.

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 Louisiana Community and Technical College System (LCTCS) LA 2020 goals.

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.

Performance Indicators:

Output: Number of for-credit students enrolled fall semester at SLCC.

Outcome: Percent change in the number of for-credit students enrolled fall semester at SLCC.

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Objective I.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at SLCC by **5.0** percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of **52.8%** to **57.8%** by Fall 2020 (retention of fall 2019 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 Louisiana Community and Technical College System (LCTCS) LA 2020 goals.

Strategy I.2.1: Expand retention programming.

Strategy I.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy I.2.3: Expand services provided by SLCC Academic Success and Career centers.

Performance Indicators:

Output: Percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the second fall at SLCC.

Outcome: Percentage point change in the percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the fall year at SLCC.

Objective I.3: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by **5.0** percentage points from the Fall 2015 cohort (to the Spring AY 2015-16) baseline level of **71.2%** to **76.2%** by Spring 2020 (retention of Fall 2019 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 Louisiana Community and Technical College System (LCTCS) LA 2020 goals.

Strategy I.3.1: Expand retention programming.

Strategy I.3.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy I.3.3: Expand services provided by SLCC Academic Success and Career centers.

Performance Indicators:

Output: Percentage of fall semester first-time in college, full-time, degree-seeking students retained to the following spring semester at SLCC.

Outcome: Percentage point change in the percentage of fall semester first-time in college, full-time, degree-seeking students retained to the following spring semester at SLCC.

Objective I.4: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (Fall 2011 cohort) by **5.0** percentage points from **22.5%** to **27.5%** by 2019-20 (Fall 2016 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 Louisiana Community and Technical College System (LCTCS) LA 2020 goals.

Strategy I.4.1: Implement retention strategies to improve student progression.

Strategy I.4.2: Expand availability of college success course.

Strategy I.4.3: Expand services provided by SLCC Academic Success and Career centers.

Strategy I.4.4: Continue assessment of student services utilizing student opinion surveys.

Strategy I.4.5: Expand efforts to support student transfer to four-year university programs following completion of associate degrees.

Performance Indicators:

Output: Percentage of students identified in a first-time, full-time, associate degree-seeking cohort graduating from SLCC within 150% of “normal” time (three years).

Outcome: Number of students identified in a first-time, full-time, associate degree-seeking cohort graduating from SLCC within 150% of “normal” time (three years).

Objective I.5: Maintain the total number of completers for all applicable award levels in a given academic year from the baseline year number of **1,716** in the 2014-15 academic year to **1,720** in academic year 2019-20. 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 Louisiana Community and Technical College System (LCTCS) LA 2020 goals.

Strategy I.5.1: Implement retention strategies to improve student progression.

Strategy I.5.2: Identify additional certificate-level completion points for students who may not be seeking an associate degree or plan to transfer prior to completion of associate degree.

Strategy I.5.3: Expand services provided by SLCC Academic Success and Career centers.

Strategy I.5.4: Continue assessment of student services utilizing student opinion surveys.

Strategy I.5.5: Expand efforts to support student transfer to four-year university programs following completion of associate degrees.

Performance Indicators:

Output: Total number of completers for Associate, Technical Diploma and Certificate award levels.

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

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

I. A brief statement identifying the principal clients and users of each program and the specific service or benefit derived by such persons or organizations:

The LCTC System has authority over a very diverse group of colleges which includes SLCC. The system is comprised of thirteen colleges with campuses across the state. The System has facilities and/or programs strategically placed throughout Louisiana's sixty-four parishes, to ensure the citizens of Louisiana access to postsecondary education. The System colleges deliver services to students enrolled in a variety of programs. Additionally, the System customers extend beyond students to all citizens who benefit from a healthy economy. As the management board over ten institutions, which contribute to workforce development, job training and retraining, Louisiana's businesses and industries are primary clients and users of the LCTC System. And, finally, as a System committed to being accountable to its stakeholders, the main clients and users of the System's programs are all of the citizens of Louisiana who contribute tax revenues to state government and support postsecondary education in Louisiana. As a part of the LCTC System, SLCC is responsible for providing these services and benefits to the State, primarily in the south-central Louisiana (Acadiana) region.

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 the State of Louisiana is struggling as a result of the severe reduction revenues and employment associated with the petroleum industry. The current economic and political environment has resulted in a reduction in the state and national funds available to fund the operations of LCTCS colleges, including SLCC. During difficult economic times community and technical colleges often realize significant enrollment increases from those persons who are returning to retool themselves to find new employment while, at the same time, state funding is likely to be curtailed which limits the ability of institutions to serve those seeking to further their education. Inversely, when the economy improves community and technical college students are more likely to forego a full-time or part-time education to enter the workforce. Consequently, any significant change in the state's and/or region's economic environment is a threat to college's ability to meet the proposed goals.

State Appropriations

Over the past eight years, higher education in Louisiana has experienced annual budget reductions that, collectively, have resulted in the greatest rate of state disinvestment in higher education in the nation. This has left higher education institutions, including SLCC, with few if any available resources to readily expand existing programs or initiate new programs. Further reductions in appropriations will only act to retard, or even halt, SLCC's progress toward the stated objectives of this strategic plan.

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 effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

Goal I: Increase Opportunities for Student 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

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 current LCTCS LA 2020 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the fall semester for-credit enrollment headcount at SLCC by **7.5%** from the baseline level of **6,958** in Fall 2015 to **7,480** by Fall 2020.

Indicator:

Number of for-credit students enrolled fall semester at SLCC.

Indicator LaPAS PI Code: 15022

- 1. What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Output
 - Key indicator
- 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 built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (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 are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the 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.)
 - The Louisiana Board of Regents’ Statewide Student Profile System (SSPS) is a unit record system where each for-credit student enrolled, regardless of course load, is counted.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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 for-credit students enrolled at all SLCC campuses and sites during the fall semester.

8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC's institutional research officer 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?**
 - Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, and budgeting.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the fall semester for-credit enrollment headcount at SLCC by **7.5%** from the baseline level of **6,958** in Fall 2015 to **7,480** by Fall 2020.

Indicator:

Percentage change in the number of students enrolled at SLCC.

Indicator LaPAS PI Code: 15023

- 1. What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Outcome
 - Supporting indicator
- 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 built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (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 are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the 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.)
 - Formula: (Performance Year Fall Headcount – Baseline Year Fall Headcount) ÷ Baseline Year Fall Headcount.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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 percentage change in the aggregate number of all for-credit students enrolled at all SLCC campuses and sites during the fall semester.

8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC's institutional research officer 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?**
 - Enrollment drives many management decisions. The size of an institution's enrollment impacts scheduling, hiring, future planning, program demands, facilities management, and budgeting.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at SLCC by **5.0** percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of **52.8%** to **57.8%** by Fall 2020 (retention of fall 2019 cohort).

Indicator:

Percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the second fall at SLCC.

Indicator LaPAS PI Code: 24818

1. **What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Output
 - Key indicator
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 built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (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 are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the 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 purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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 in the indicated cohort at all SLCC campuses and sites retained from the fall to the following fall.

8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC's institutional research officer 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?**
 - South Louisiana 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at SLCC by **5.0** percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of **52.8%** to **57.8%** by Fall 2020 (retention of fall 2019 cohort).

Indicator:

Percentage point change in the percentage of fall semester first-time, full-time, associate degree-seeking freshmen retained to the fall year at SLCC.

Indicator LaPAS PI Code: 24819

1. **What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Outcome
 - Supporting indicator
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 built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (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 are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the 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 purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
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 percentage point change in the aggregate count of all students in the indicated cohort at all SLCC campuses and sites retained from the fall to the following fall.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC's institutional research officer 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?**
 - South Louisiana 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by **5.0** percentage points from the Fall 2015 cohort (to the Spring AY 2015-16) baseline level of **71.2%** to **76.2%** by Spring 2020 (retention of Fall 2019 cohort).

Indicator:

Percentage of fall semester first-time in college, full-time, degree-seeking students retained to the following spring semester at SLCC.

Indicator LaPAS PI Code: 25150

- 1. What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Output
 - Key indicator

- 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 built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (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 are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the 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 purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
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 in the indicated cohort at all SLCC campuses and sites retained from the fall to the following spring.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC's institutional research officer 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?**
 - South Louisiana 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the percentage of first-time in college, full-time, degree-seeking students retained to the Spring semester at the same institution of initial enrollment by **5.0** percentage points from the Fall 2015 cohort (to the Spring AY 2015-16) baseline level of **71.2%** to **76.2%** by Spring 2020 (retention of Fall 2019 cohort).

Indicator:

Percentage point change in the percentage of fall semester first-time in college, full-time, degree-seeking students retained to the following spring semester at SLCC.

Indicator LaPAS PI Code: 25151

- 1. What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Outcome
 - Supporting indicator

- 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 built-in bias or hidden agenda.)
 - Data will be retrieved from the Board of Regents Statewide Student Profile System (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 are submitted to the SSPS by SLCC two times annually – at the end of the fall and spring semesters of an academic year. For this indicator, the 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 purposes of the Board of Regents Master Plan and this strategic plan, retention rates are the percentage of the incoming class specified cohort that are retained (enrolled) at the same institution the following fall.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
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 percentage point change in the aggregate count of all students in the indicated cohort at all SLCC campuses and sites retained from the fall to the following spring semester.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the SSPS data electronically to the Board of Regents. The Board of Regents performs numerous edits and works with the SLCC's institutional research officer 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?**
 - South Louisiana 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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (Fall 2011 cohort) by **5.0** percentage points from **22.5%** to **27.5%** by 2019-20 (Fall 2016 cohort).

Indicator:

Percentage of students identified in a first-time, full-time, associate degree-seeking cohort graduating from SLCC within three years.

Indicator LaPAS PI Code: 24820

1. **What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Output
 - Key indicator

2. **What is the rationale for the indicator?** (Why was this indicator selected?)
 - Graduation rates in Louisiana public postsecondary education, including 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 earn a 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 built-in bias or hidden agenda.)
 - The source of the data is the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS].

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 students who entered SLCC as first-time, full-time degree seeking students during the fall semester three years earlier and completed an associate degree at any time prior to the third fall semester following. Counts of numbers of students in the cohort completing graduation requirements within three years are submitted annually (each spring) to the NCES for the prior academic year.

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.)
 - It is a straightforward calculation. The count of an entering cohort who graduated within three years from SLCC is reported. The number of graduates divided by the total count of the cohort generates a graduation rate.
6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.
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 in the indicated cohort at all SLCC campuses and sites who obtain an associate degree within three years.
8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits data as specified by the National Center for Education Statistics [NCES]. The NCES is responsible for analysis and ensuring quality of the data.
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 graduation rates at the same campus and does not include students who transfer to other institutions or pursue a 4-year degree without completion of an associate degree.
10. **How will the indicator be used in management decision making and other agency processes?**
 - Graduation rates must improve. Additional campus resources will be allocated to programs that target improved rates. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to improved graduation rates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) – baseline year rate (Fall 2011 cohort) by **5.0** percentage points from **22.5%** to **27.5%** by 2019-20 (Fall 2016 cohort).

Indicator:

Number of students identified in a first-time, full-time, associate degree-seeking cohort, graduating from SLCC within three years.

Indicator LaPAS PI Code: 24821

1. **What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Outcome
 - Supporting indicator

2. **What is the rationale for the indicator?** (Why was this indicator selected?)
 - Graduation rates in Louisiana public postsecondary education, including 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 earn a 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 built-in bias or hidden agenda.)
 - The source of the data is the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS].

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 students who entered SLCC as first-time, full-time degree seeking students during the fall semester three years earlier and completed an associate degree at any time prior to the third fall semester following. Counts of numbers of students in the cohort completing graduation requirements within three years are submitted annually (each spring) to the NCES for the prior academic year.

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.)
 - It is a straightforward calculation. The count of an entering cohort who graduated within three years from SLCC is reported. The number of graduates divided by the total count of the cohort generates a graduation rate.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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 percentage point change in the aggregate count of all students in the indicated cohort at all SLCC campuses and sites who obtain an associate degree within three years.

8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits data as specified by the National Center for Education Statistics [NCES]. The NCES is responsible for analysis and ensuring quality of the data.

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 graduation rates at the same campus and does not include students who transfer to other institutions or pursue a 4-year degree without completion of an associate degree.

10. **How will the indicator be used in management decision making and other agency processes?**
 - Graduation rates must improve. Additional campus resources will be allocated to programs that target improved rates. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to improved graduation rates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Maintain the total number of completers for all applicable award levels in a given academic year from the baseline year number of **1,716** in the 2014-15 academic year to **1,720** in academic year 2019-20. Students may only be counted once per award level.

Indicator:

Total number of completers for Associate, Technical Diploma, and Certificate award levels.

Indicator LaPAS PI Code: 24822

- 1. What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Output
 - Key indicator

- 2. What is the rationale for the indicator?** (Why was this indicator selected?)
 - South Louisiana 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 built-in bias or hidden agenda.)
 - The Louisiana Board of Regents Statewide Completer System. The BoR Statewide Completer 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?)
 - Data is submitted annually each July by the college to the BoR Statewide Completer System. All completers of certificate or associate degrees during the immediately previous academic year are reported. Data are audited by Board of Regents in association with GRAD Act performance verification.

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.)
 - Total numbers of degrees awarded at the certificate, technical diploma and associate degree levels are summed. A count of all degrees awarded to individual students at the same level following the first award is then subtracted from the totals for each level, resulting in a headcount of students receiving degrees at each award level. Sums for each award level are totaled to generate the indicator value.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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 at all SLCC campuses and sites who obtain a certificate, technical diploma or associate degree during the previous academic year.

8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the college to correct errors. When all campus submissions are complete, the Regents' staff builds a master Completers file.

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, so the number of degrees actually awarded may be larger than the count reported.

10. **How will the indicator be used in management decision making and other agency processes?**
 - SLCC must increase the number of students graduating. Additional campus resources will be allocated to programs that target increasing the number of students who graduate. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to increasing the number of SLCC graduates.

PERFORMANCE INDICATOR DOCUMENTATION

Program: South Louisiana Community College.

Objective:

Maintain the total number of completers for all applicable award levels in a given academic year from the baseline year number of **1,716** in the 2014-15 academic year to **1,720** in academic year 2019-20. Students may only be counted once per award level.

Indicator:

Percent change in the number of completers from the baseline year.

Indicator LaPAS PI Code: 24823

1. **What is the type of the indicator?** (Input? Output? Outcome? Efficiency? Quality? More than one type?) **What is the level at which the indicator will be reported** (Key? Supporting? GPI?)
 - Outcome
 - Supporting indicator
2. **What is the rationale for the indicator?** (Why was this indicator selected?)
 - South Louisiana 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 built-in bias or hidden agenda.)
 - The Louisiana Board of Regents Statewide Completer System. The BoR Statewide Completer 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?)
 - Data is submitted annually each July by the college to the BoR Statewide Completer System. All completers of certificate or associate degrees during the immediately previous academic year are reported. Data are audited by Board of Regents in association with GRAD Act performance verification.

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.)
 - Total numbers of degrees awarded at the certificate, technical diploma and associate degree levels are summed. A count of all degrees awarded to individual students at the same level following the first award is then subtracted from the totals for each level, resulting in a headcount of students receiving degrees at each award level. Sums for each award level are totaled to generate the indicator value. Percentage calculation is based on baseline year versus reporting year award counts.

6. **Does the indicator clearly identify what is being measured? Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.**
 - No jargon, acronyms or unclear terms included in indicator.

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 count of all students at all SLCC campuses and sites who obtain a certificate, technical diploma or associate degree during the previous academic year.

8. **Who is responsible for data collection, analysis, and quality?** How can that person or organization be contacted? Provide name, title, and all contact information (including telephone, fax, and e-mail address).
 - SLCC submits the Completer File data to the Board of Regents. The Board of Regents performs edits and works with the college to correct errors. When all campus submissions are complete, the Regents' staff builds a master Completers file.

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, so the number of degrees actually awarded may be larger than the count reported.

10. **How will the indicator be used in management decision making and other agency processes?**
 - SLCC must increase the number of students graduating. Additional campus resources will be allocated to programs that target increasing the number of students who graduate. Therefore, more targeted advising, better scheduling, career counseling, and better articulation will be goals contributing to increasing the number of SLCC graduates.

**SOWELA Technical
Community College**



Strategic Plan

2015-16 – 2019-20

June 30, 2016

Strategic Plan 2015-16 -2019-20

SOWELA Technical Community College Strategic Plan (2015-16 – 2019-20)

Introduction

SOWELA Technical Community College (Sowela) is a comprehensive technical community college serving the citizens of the five-parish area of Southwest Louisiana with educational and training opportunities for adults seeking job preparation, transfer to other higher education colleges and universities, and personal enrichment. This strategic plan focuses on Sowela’s efforts to improve our services to our students and the community by raising the quality of our outputs and outcomes in specific performance areas.

Vision Statement

SOWELA Technical Community College models excellence in teaching, training, and service.

Mission Statement

SOWELA Technical Community College provides traditional, distance and lifelong learning experiences and awards associate degrees, technical diplomas, and certificates that empower learners in transfer, career, and technical education to excel as globally competitive citizens.

Philosophy Statement

SOWELA Technical Community College has a commitment to access and diversity, excellence in teaching, student success, student-centered environment, faculty and staff development, program relevance, and community partnerships.

Strategic Plan 2015-16 -2019-20

PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective 1.1: Increase the fall headcount enrollment in public postsecondary education by 5.0 percent from the baseline level of 3,722 in Fall 2015 to 3,907 by Fall 2020.

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:

Performance Indicators:

Output: Increase number of students enrolled (fall headcount enrollment) in public postsecondary education

Outcome: The percent change in the number of students enrolled (fall headcount enrollment) in public postsecondary education

Objective 1.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by 0.50 percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 48.67 percent to 49.17 percent by Fall 2020 (retention of Fall 2019 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 Post-secondary Education and LA GRAD Act.

Strategy 1.2.1: Expand system-wide and campus-specific retention programming.

Strategy 1.2.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.2.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time, full-time, associate degree-seeking freshmen retained to the second Fall at the same institution of initial enrollment.

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

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Objective I.3: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same institution of initial enrollment by 1 percentage points from the fall 2014 cohort (to spring AY 2014-2015) baseline level of 69.7 to 70.7 % by spring 2020 (Retention of fall 2019 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 Post-secondary Education and LA GRAD Act.

Strategy 1.3.1: Expand system-wide and campus-specific retention programming.

Strategy 1.3.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy 1.3.3: Expand academic and training support and resource centers.

Performance Indicators:

Output: Percentage of first-time in college, full-time, degree-seeking students retained to the following Spring at the same institution of initial enrollment.

Outcome: Percentage point change in the percentage of first-time in college, full-time, degree-seeking students retained to the following Spring at the same institution of initial enrollment.

Goal II: Ensure Quality and Accountability.

Objective II.1: Maintain the graduation rate (defined and reported in the National Center for Education Statistics [NCES Graduation Rate Survey [GRS]) — baseline year rate (Fall 2011 cohort) of 37.3 percent to 37.3 percent by 2019-20 (Fall 2014 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 Post-secondary Education and LA GRAD Act.

Strategy II.1.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy II.1.2: Expand SOWELA's specific retention programming.

Strategy II.1.3: Expand SOWELA's efforts to encourage transfer from two-year colleges to four-year universities.

Strategic Plan 2015-16 -2019-20

Performance Indicators:

Output: Percentage of students enrolled at a Two Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

Outcome: Number of students enrolled at a Two Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

Objective II.2: Increase the total number of completers for Certificate - 1 year award level in a given academic year from the baseline year number of 421 in 2014-15 academic year to 424 in academic year 2019-20. 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 Post-secondary Education and LA GRAD Act.

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

Strategy II.2.2: Expand SOWELA's retention programming.

Strategy II.2.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy II.2.4: Expand academic and training support and resource centers.

Performance Indicators:

Output: Total number of completers for Certificate – 1 year award level.

Outcome: Percent change in the number of Certificate – 1 year completers from the baseline year.

Objective II.3: Increase the total number of completers for Diploma award level in a given academic year from the baseline year number of 276 in 2014-15 academic year to 290 in academic year 2019-20. 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 Post-secondary Education and LA GRAD Act.

Strategy II.3.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

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Strategy II.3.2: Expand SOWELA's retention programming.

Strategy II.3.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy II.3.4: Expand academic and training support and resource centers.

Performance Indicators:

Output: Total number of completers for Diploma award level.

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

Objective II.4: Increase the total number of completers for Associate Degree award level in a given academic year from the baseline year number of 349 in 2014-15 academic year to 366 in academic year 2019-20. 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 Post-secondary Education and LA GRAD Act.

Strategy II.4.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

Strategy II.4.2: Expand SOWELA's retention programming.

Strategy II.4.3: Expand availability and use of degree audits to facilitate progression toward a degree.

Strategy II.4.4: Expand academic and training support and resource centers.

Performance Indicators:

Output: Total number of Associate Degree award level.

Outcome: Percent change in the number of Associate Degree from the baseline year.

Strategic Plan 2015-16 -2019-20

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:

Sowela Technical Community College (Sowela) is comprised of the main campus in Lake Charles, the instructional sites at Morgan Smith in Jennings, and the Plumbers and Steamfitters Local #106 Joint Apprenticeship Training center in Lake Charles. Sowela has facilities and/or programs strategically placed throughout Allen, Beauregard, Calcasieu, Cameron, and Jefferson Davis 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 accounting, automotive, aviation, nurse assistant, collision repair, networking specialist, programming specialist, criminal justice, culinary arts, drafting and design, electrical construction, plumbing construction, general studies, graphic art, industrial electrician, industrial instrumentation, office systems, practical nursing, process technology, and welding. Additionally, the college's customers extend beyond students to all citizens who benefit from a healthy economy. Sowela's services include 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 SOWELA. 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 effects on postsecondary education, including student financial aid, research and experimentation, telecommunications (distance learning), and related programs.

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

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.
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.

Strategic Plan 2015-16 -2019-20

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.

Strategic Plan 2015-16 -2019-20

PERFORMANCE INDICATOR DOCUMENTATION

Program: SOWELA Technical Community College

Objective 1.1: Increase the fall headcount enrollment in public postsecondary education by 5.0% from the baseline level of 3,722 in Fall 2015 to 3,759 by Fall 2020.

Indicator Name: Number of students enrolled (fall enrollment) in public postsecondary education.

Indicator LaPAS PI Code: 17104

1. Type: Output **Level:** Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: SOWELA Technical Community College is committed to the recruitment, retention, progression, and graduation of its students. The importance of retaining, progressing, and graduating SOWELA's admitted students cannot be overemphasized because many decisions relating to change on campus, affects recruitment strategies to student services, and from hiring strategies to course scheduling.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data in the form of datafiles are submitted by the college to the LCTCS and Board of Regents, such as the Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS Datafile to produce institutional enrollment profiles. This system has been in existence for over 30 years. The process is such that the applicable datafiles are 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) is used. The indicator is reported at the end of the third quarter to allow time for data collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

6. Calculation Method: Headcount enrollment is counted by the number of students enrolled by the Fall official census date. The percentage change is calculated using a standard mathematical approach such as subtracting the baseline fall enrollment in the baseline fall from the official fall enrollment and dividing the difference by the fall baseline fall semester headcount, resulting in a percentage change.

7. Scope: This indicator is the aggregate of all students enrolled at SOWELA Technical Community College in each fall term.

8. Caveats: 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.

9. Accuracy, Maintenance, and Support: Yes, in year 2012, the Office of the Legislative Auditor has audited the SSPS file for SOWELA, and gave it a "Sufficiently Reliable" rating.

10. Responsible Person: The Office of Planning & Analysis at SOWELA submits the SSPS Datafile electronically to the Board of Regents through the LCTCS Office of Institutional Research & Planning. The LCTCS and the Board of Regents performs numerous edits and LCTCS works with the SOWELA to

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correct errors. When all errors are removed, the Board of Regents certifies the data and signifies that each campus submissions are complete; the Board of Regents' staff builds a master file for SSPS.

PERFORMANCE INDICATOR DOCUMENTATION

Program: SOWELA Technical Community College

Objective 1.2: Increase the percentage of first-time in college, full-time, associate degree-seeking students retained to the second fall at the same institution of initial enrollment by percentage points from the Fall 2014 cohort (to Fall 2015) baseline level of 48.67 % to 49.17 % by Fall 2020 (retention of Fall 2019 cohort).

Indicator Name: Percentage of first-time, full-time, associate degree-seeking freshmen retained to the second Fall at the same institution of initial enrollment.

Indicator LaPAS PI Code: 24844

1. Type: Output **Level:** Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: SOWELA Technical Community College is committed to the recruitment, retention, progression, and graduation of its students. The importance of retaining, progressing, and graduating SOWELA's admitted students cannot be overemphasized because many decisions relating to change on campus, affects recruitment strategies to student services, and from hiring strategies to course scheduling.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data in the form of datafiles are submitted by the college to the LCTCS and Board of Regents, such as the Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS Datafile to produce institutional enrollment profiles. This system has been in existence for over 30 years. The process is such that the applicable datafiles are 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) is used. The indicator is reported at the end of the third quarter to allow time for data collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

6. Calculation Method: Retention rates are calculated by taking the percentage of an incoming class (cohort) that is retained in the following fall. The change is calculated using a standard mathematical approach such as subtracting the fall first-time in college, full-time, degree-seeking students still enrolled in following fall semester from fall first-time in college, full-time, degree-seeking students (cohort) and dividing the difference by the fall semester students, resulting in a percentage change.

7. Scope: This indicator is the aggregate of all students enrolled at SOWELA Technical Community College in each fall term.

8. Caveats: 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.

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9. Accuracy, Maintenance, and Support: Yes, in year 2012, the Office of the Legislative Auditor has audited the SSPS file for SOWELA, and gave it a “Sufficiently Reliable” rating.

10. Responsible Person: The Office of Planning & Analysis at SOWELA submits the SSPS Datafile electronically to the Board of Regents through the LCTCS Office of Institutional Research & Planning. The LCTCS and the Board of Regents performs numerous edits and LCTCS works with the SOWELA to correct errors. When all errors are removed, the Board of Regents certifies the data and signifies that each campus submissions are complete; the Board of Regents’ staff builds a master file for SSPS.

Program: SOWELA Technical Community College

Objective I.3: Increase the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same institution of initial enrollment by 1 percentage points from the fall 2014 cohort (to spring AY 2014-2015) baseline level of 69.7 to 70.7 % by spring 2020 (Retention of fall 2019 cohort).

Indicator Name: Percentage of first-time, full-time, associate degree-seeking freshmen retained to the following Spring at the same institution of initial enrollment.

Indicator LaPAS PI Code: 24846

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: SOWELA Technical Community College is committed to the recruitment, retention, progression, and graduation of its students. The importance of retaining, progressing, and graduating SOWELA’s admitted students cannot be overemphasized because many decisions relating to change on campus, affects recruitment strategies to student services, and from hiring strategies to course scheduling.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data in the form of datafiles are submitted by the college to the LCTCS and Board of Regents, such as the Statewide Student Profile System (SSPS). The LCTCS retrieves this information from the SSPS Datafile to produce institutional enrollment profiles. This system has been in existence for over 30 years. The process is such that the applicable datafiles are 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) is used. The indicator is reported at the end of the third quarter to allow time for data collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

6. Calculation Method: Retention rates are calculated by taking the percentage of an incoming class (cohort) that is retained in the following spring. The change is calculated using a standard mathematical approach such as subtracting the fall first-time in college, full-time, degree-seeking students still enrolled in following spring semester from fall first-time in college, full-time, degree-seeking students (cohort) and dividing the difference by the fall semester students, resulting in a percentage change.

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7. Scope: This indicator is the aggregate of all students enrolled at SOWELA Technical Community College in each fall term.

8. Caveats: 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.

9. Accuracy, Maintenance, and Support: Yes, in year 2012, the Office of the Legislative Auditor has audited the SSPS file for SOWELA, and gave it a “Sufficiently Reliable” rating.

10. Responsible Person: The Office of Planning & Analysis at SOWELA submits the SSPS Datafile electronically to the Board of Regents through the LCTCS Office of Institutional Research & Planning. The LCTCS and the Board of Regents performs numerous edits and LCTCS works with the SOWELA to correct errors. When all errors are removed, the Board of Regents certifies the data and signifies that each campus submissions are complete; the Board of Regents’ staff builds a master file for SSPS.

PERFORMANCE INDICATOR DOCUMENTATION

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Program: SOWELA Technical Community College

Objective II.1: Maintain the graduation rate (defined and reported in the National Center for Education Statistics [NCES Graduation Rate Survey [GRS]) — baseline year rate (Fall 2011 cohort) of 37.30 percent to 37.30 percent by 2019-20 (Fall 2017 cohort).

Indicator Name: Percentage of students enrolled at a Two Year College identified in a first-time, full-time, degree-seeking cohort, graduating within 150% of "normal" time of degree completion from the institution of initial enrollment.

Indicator LaPAS PI Code: 24848

1. Type: Output

Level: Key

2. Rationale, Relevance, Reliability: Recognition of importance of Louisiana having educated citizens.

3. Use: SOWELA Technical Community College is committed to the recruitment, retention, progression, and graduation of its students. The importance of retaining, progressing, and graduating SOWELA's admitted students cannot be overemphasized because many decisions relating to change on campus, affects recruitment strategies to student services, and from hiring strategies to course scheduling.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): No

5. Data Source, Collection and Reporting: Data is submitted by SOWELA to the LCTCS and Board of Regents' Statewide Student Profile System (SSPS) and Statewide Completer System (SCS). The BOR system has been in existence for over 30 years.

Statewide Student Profile System (SSPS)

The SSPS Datafile is submitted three times a year, 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) is used. The indicator is reported at the end of the third quarter to allow time for data collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

Student Completer System (SCS)

The SCS Datafile is submitted once a year. For this indicator, the number of annual completers is used. The indicator is reported in July of each year for the previous academic year to allow time for data collection, aggregation, and editing of the data.

6. Calculation Methodology: Graduation rate is calculated by taking the total number of completers within 150% of normal time divided by the fall entering cohort total.

7. Scope: This indicator is the aggregate of all completers at SOWELA who graduated within 150% of normal time (based on a specific fall cohort).

Student Completer System (SCS)

SOWELA Technical Community College submits the Completer Datafile to the LCTCS and the Board of Regents. The LCTCS and the Board of Regents performs numerous edits and works with SOWELA to

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correct errors. When all errors are removed, the Board of Regents certifies the data and signifies that each campus submissions are complete; the Board of Regents' staff builds a master file for Completers

8. Caveats: No weaknesses. The reader must understand that this indicator reflects retention at the same campus and does not include students who transfer to other institutions.

9. Accuracy, Maintenance, and Support: Yes, in 2012, the Office of the Legislative Auditor has audited both the SSPS and SCS files for SOWELA, and gave it 'Sufficiently Reliable' ratings for both.

10. Responsible Person:

SSPS:

The Office of Planning & Analysis at SOWELA submits the SSPS data electronically to the LCTCS and the Board of Regents. The LCTCS and the Board of Regents performs numerous edits and works with SOWELA to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SSPS.

SCS:

The Office of Planning & Analysis at SOWELA submits the SSPS data electronically to the LCTCS and the Board of Regents. The LCTCS and the Board of Regents performs numerous edits and works with SOWELA to correct errors. When all campus submissions are complete, the Regents' staff builds a master file for SCS.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: SOWELA Technical Community College

Objective: II.2: Increase the total number of completers for Certificate – 1 year award level in a given academic year from the baseline year number of 421 in 2014-15 academic year to 435 in academic year 2016-17. Students may only be counted once per award level.

Indicator Name: Total number of completers for Certificate – 1 year award.

Indicator LaPAS PI Code: 24750

1. Type: Output **Level:** Key

2. Rationale, Relevance, and Reliability: SOWELA 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. Use: SOWELA strives to and must increase the number of students graduating from its programs to enable the State close the gap in workforce shortfall. Therefore, SOWELA devotes additional resources which must be allocated to programs that target increased graduates. SOWELA has done this by instituting and utilizing a more targeted advising, better scheduling, career counseling, and better articulation, which will all contribute to increased graduates.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): None reported for this measure, although there are no reported jargon, postsecondary awards at SOWELA are defined as any recognized award approved by the Board of Supervisors of the LCTCS and conferred by SOWELA Technical Community College.

5. Data Source, Collection and Reporting: Data is submitted by the college through the LCTCS and to the Board of Regents Statewide Completer Datafile from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years. The data is submitted once annually. For this indicator, annual completers will be used. The indicator is reported in July of each year to reflect data for the previous academic year so as to allow time for data collection, aggregation, and editing of the data.

6. Calculation Methodology: The standard method practiced statewide for this calculation uses the Regents' Completer File in which each award is counted, recorded, as submitted by SOWELA.

7. Scope: This indicator is the aggregate of all postsecondary awards conferred by SOWELA Technical Community College for the previous academic year.

8. Caveats: No weaknesses recorded. The reader must understand that this indicator reflects all awards conferred and is not a graduation rate, which is done by cohort groups. More importantly, according to the LA GRAD Act, SOWELA reports all awards with no duplication within an award level.

9. Accuracy, Maintenance, Support: Yes, in 2012, the Office of the Legislative Auditor has audited the SCS file for SOWELA and gave it a 'Sufficiently Reliable' rating.

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10. Responsible Person: The Office of Planning & Analysis at SOWELA Technical Community College submits the Completer Datafile to the Board of Regents through the LCTCS. The LCTCS and the Board of Regents performs numerous edits and works with SOWELA to correct any errors. When all campus submissions are complete, the Board of Regents' staff builds a master file for Completers.

PERFORMANCE INDICATOR DOCUMENTATION

Program: SOWELA Technical Community College

Objective: II.2: Increase the total number of completers for Diploma award level in a given academic year from the baseline year number of 276 in 2014-15 academic year to 290 in academic year 2019-20. Students may only be counted once per award level.

Indicator Name: Total number of completers for Diploma award level.

Indicator LaPAS PI Code: 24750

1. Type: Output **Level:** Key

2. Rationale, Relevance, and Reliability: SOWELA 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. Use: SOWELA strives to and must increase the number of students graduating from its programs to enable the State close the gap in workforce shortfall. Therefore, SOWELA devotes additional resources which must be allocated to programs that target increased graduates. SOWELA has done this by instituting and utilizing a more targeted advising, better scheduling, career counseling, and better articulation, which will all contribute to increased graduates.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): None reported for this measure, although there are no reported jargon, postsecondary awards at SOWELA are defined as any recognized award approved by the Board of Supervisors of the LCTCS and conferred by SOWELA Technical Community College.

5. Data Source, Collection and Reporting: Data is submitted by the college through the LCTCS and to the Board of Regents Statewide Completer Datafile from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years. The data is submitted once annually. For this indicator, annual completers will be used. The indicator is reported in July of each year to reflect data for the previous academic year so as to allow time for data collection, aggregation, and editing of the data.

6. Calculation Methodology: The standard method practiced statewide for this calculation uses the Regents' Completer File in which each award is counted, recorded, as submitted by SOWELA.

7. Scope: This indicator is the aggregate of all postsecondary awards conferred by SOWELA Technical Community College for the previous academic year.

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8. Caveats: No weaknesses recorded. The reader must understand that this indicator reflects all awards conferred and is not a graduation rate, which is done by cohort groups. More importantly, according to the LA GRAD Act, SOWELA reports all awards with no duplication within an award level.

9. Accuracy, Maintenance, Support: Yes, in 2012, the Office of the Legislative Auditor has audited the SCS file for SOWELA and gave it a ‘Sufficiently Reliable’ rating.

10. Responsible Person: The Office of Planning & Analysis at SOWELA Technical Community College submits the Completer Datafile to the Board of Regents through the LCTCS. The LCTCS and the Board of Regents performs numerous edits and works with SOWELA to correct any errors. When all campus submissions are complete, the Board of Regents’ staff builds a master file for Completers.

PERFORMANCE INDICATOR DOCUMENTATION

Program: SOWELA Technical Community College

Objective: II.2: Increase the total number of completers for Associate Degree level in a given academic year from the baseline year number of 349 in 2011-12 academic year to 366 in academic year 2019-20. Students may only be counted once per award level.

Indicator Name: Total number of Associate Degree award level.

Indicator LaPAS PI Code: 24750

1. Type: Output **Level:** Key

2. Rationale, Relevance, and Reliability: SOWELA 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. Use: SOWELA strives to and must increase the number of students graduating from its programs to enable the State close the gap in workforce shortfall. Therefore, SOWELA devotes additional resources which must be allocated to programs that target increased graduates. SOWELA has done this by instituting and utilizing a more targeted advising, better scheduling, career counseling, and better articulation, which will all contribute to increased graduates.

4. Clarity (Does the indicator contain jargon, acronyms, or unclear terms? If so, clarify or define them.): None reported for this measure, although there are no reported jargon, postsecondary awards at SOWELA are defined as any recognized award approved by the Board of Supervisors of the LCTCS and conferred by SOWELA Technical Community College.

5. Data Source, Collection and Reporting: Data is submitted by the college through the LCTCS and to the Board of Regents Statewide Completer Datafile from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years. The data is submitted once annually. For this indicator, annual completers will be used. The indicator is reported in July of each year to reflect data for the previous academic year so as to allow time for data collection, aggregation, and editing of the data.

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6. Calculation Methodology: The standard method practiced statewide for this calculation uses the Regents' Completer File in which each award is counted, recorded, as submitted by SOWELA.

7. Scope: This indicator is the aggregate of all postsecondary awards conferred by SOWELA Technical Community College for the previous academic year.

8. Caveats: No weaknesses recorded. The reader must understand that this indicator reflects all awards conferred and is not a graduation rate, which is done by cohort groups. More importantly, according to the LA GRAD Act, SOWELA reports all awards with no duplication within an award level.

9. Accuracy, Maintenance, Support: Yes, in 2012, the Office of the Legislative Auditor has audited the SCS file for SOWELA and gave it a 'Sufficiently Reliable' rating.

10. Responsible Person: The Office of Planning & Analysis at SOWELA Technical Community College submits the Completer Datafile to the Board of Regents through the LCTCS. The LCTCS and the Board of Regents performs numerous edits and works with SOWELA to correct any errors. When all campus submissions are complete, the Board of Regents' staff builds a master file for Completers.