BOSSIER PARISH COMMUNITY COLLEGE STRATEGIC PLAN (2011-2015)

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.
PLAN

Goal I: Increase Opportunities for Student Access and Success.

Objective I.1: Increase fall 14\textsuperscript{th} class day headcount enrollment in public postsecondary education by 40\% from the baseline level of 5,430 in fall, 2009 to 7,602 by fall, 2014.

\textit{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.

\textit{Other Link}: Closely linked to objective in Master Plan for Postsecondary Education

\textbf{Strategy I.1.1}: Improve one- and two-year services in each region of the state.
\textbf{Strategy I.1.2}: Promote electronic (distance) learning activities in each region of the state.
\textbf{Strategy I.1.3}: Promote transfers between and among campuses at all levels.
\textbf{Strategy I.1.4}: Ensure access to programs and services to citizens with disabilities.
\textbf{Strategy I.1.5}: Promote dual and cross enrollment agreements with public school Districts and among postsecondary institutions.
\textbf{Strategy I.1.6}: Promote and expand college attendance by adult and nontraditional students.

\textbf{Performance Indicators}:
\textbf{Output}: Number of students enrolled (as of the 14 class day) in colleges.
\textbf{Outcome}: Percent change in the number of students enrolled (as of the 14th class day) in College.

II. Goal: Ensure Quality and Accountability.

Objective II.1: Increase the percentage of first-time in college, full-time, degree-seeking Students retained to the second fall at the same institution of initial enrollment by 6 percentage points from the fall, 2008 cohort (to fall 2009) baseline level of 48.3\% to 54.4\% by fall, 2014 (retention of fall 2013 cohort).

\textit{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.

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

\textbf{Strategy II.1.1}: Assess admissions criteria at four-year institutions to promote better student-to-institution match.
\textbf{Strategy II.1.2}: Expand system wide and campus-specific retention programming.
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**Strategy II.1.3:** Expand availability of first-time student seminars and first-year experience courses.

**Strategy II.1.4:** Expand academic and training support and resource centers.

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

**Objective II.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 3 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 51.4% to 54.4% by fall, 2014 (retention of fall 2013 cohort).

**State Outcome Goals Link:** Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a 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 system wide 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:** 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.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 3 percentage points from the fall 2008 cohort (to the spring AY2008-09) baseline level of 72.5% to 75.5% by Fall 2014 (retention of Fall 2013 cohort).

**State Outcome Goals Link:** Youth Education; Diversified Economic Growth; Safe and Thriving Children and Families; Better Health: Extensive research indicates a strong correlation between a 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.3.1: Expand system wide and campus-specific retention programming.

Strategy II.3.2: Expand availability of first-time student seminars and first-year experience courses.

Strategy II.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 second year at the same Louisiana Technical College campus.

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

Objective II.4: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCESJ Graduation Rate Survey [GRS]] — baseline year rate (fall 2007 cohort)- For 2-year institutions (fall 2009 cohort) of 10% to 14% by 2014-15 (fall 2010 cohort).

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

Other Link: Closely linked to objective in Master Plan for Postsecondary 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 system wide and campus-specific retention programming.

Strategy II.4.3: Expand efforts to encourage transfer from two-year colleges to four-year universities.

Performance Indicators:

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

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

Objective II.5: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 760 in 2009-10 academic year to 863 in academic year 2014-15. 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.5.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.

**Strategy II.5.2:** Expand systemwide and campus-specific retention programming.

**Strategy II.5.3:** Expand availability and use of degree audits to facilitate progression toward a degree.

**Strategy II.5.4:** 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.
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:

Bossier Parish Community College 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 27 associate degrees, 13 certificates/technical diplomas, and 34 technical competency area programs and courses that will transfer. Over 100 online courses are available each semester and six associate degrees can be completed entirely online. In addition to degree programs, Bossier Parish Community College promotes workforce training, continuing education, and pre-GED preparation. Besides academics, Bossier Parish Community College offers intercollegiate teams, religious organizations, service groups, and special interest groups for students. Bossier Parish Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools 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:

   Economy
   Although Northwest Louisiana and the surrounding areas have continued to experience very slow economic growth and the unemployment rate has remained steady at 8% plus for the area Bossier Parish Community College has continued to deliver high quality service and access to the available student population in Northwest Louisiana. This has been accomplished by managing the college’s resources at a high level of efficiency and a steady growth in student population.

   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.
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.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Bossier Parish Community College.

Objective I.1: Increase fall 14th class day headcount enrollment in public postsecondary education by 40% from the baseline level of 5,430 in fall 2009 to 7,602 by fall 2014.

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


Output

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

Recognition of importance of Louisiana having educated citizens.

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

Data is submitted by the college to the LCTCS and Board of Regents Statewide Student Profile System (SSPS) from the Student Enrollment System database. The LCTCS retrieves this information from the SSPS. This system has been in existence for over 30 years.

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

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

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

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

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

Headcount enrollment refers to the actual number of students enrolled (as opposed to fulltime equivalent enrollment (FTE) which is calculated from the number of student credit hours enrolled divided by a fixed number).
7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is a disaggregate of all students enrolled in the campuses of Bossier Parish Community College in each fall term.

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

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

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

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

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

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

Program: Bossier Parish 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 3 percentage points from the fall 2008 cohort (to the spring AY2008-09) baseline level of 72.5% to 75.5% by Fall 2014 (retention of Fall 2013 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.


Output

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

Recognition of importance of Louisiana having educated citizens.

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

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

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

The data is submitted three times annually, first after fall semester census date, second after the spring semester census date and third at the end of spring semester. For this indicator, fall data (the national standard) will be used. The indicator will be reported at the end of the third quarter. This will allow time for collection, aggregation, and editing of the data. The change will be measured from the baseline year to the year being examined.

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

Output

Recognition of importance of Louisiana having educated citizens.

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

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.

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 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?

Bossier Parish 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: Bossier Parish 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 760 in 2009-2010 academic year to 863 in academic year 2014-2015. Students may only be counted once per award level.

Indicator: Total number of completers for all award levels.


Output

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

Bossier Parish Community College recognizes the importance of Louisiana having a higher number of students earning degrees for the further development of the state’s economy.

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

Data is submitted by the college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 30 years.

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

The data is submitted once annually. For this indicator, annual completers will be used. The indicator will be reported in July each year for the previous academic year. This will allow time for collection, aggregation, and editing of the data.

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

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

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

There is no jargon contained in this measure. Although not jargon, postsecondary award is defined as any recognized award approved by the Board of Supervisors of the LCTCS and conferred by an LCTCS college.
7. Is the indicator an aggregate or disaggregate figure? (is it a sum of smaller parts or is it a part of a larger whole? Examples: If the indicator is a statewide figure, can it be broken down into region or parish? If the indicator represents one client group served by a program, can it be combined with indicators for other client groups in order to measure the total client population?)

This indicator is a disaggregate of all postsecondary awards conferred by Bossier Parish Community College for the previous academic year.

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

Bossier Parish Community College submits the Completer File data to the Board of Regents. The Board of Regents performs numerous edits and works with the campuses/systems to correct errors. When all campus submissions are complete, the Regents’ staff builds a master file for Completers.

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

No real weaknesses. The reader must understand that this indicator reflects awards conferred and is not a graduation rate. Also, according to the LA GRAD Act, the college reports all awards with no duplication within an award level.

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

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