**Vision Statement:** Nunez Community College offers courses in the liberal arts and in career programs to prepare students for immediate employment or for transfer. The Career and Technical Education curricula are designed with input from local business and industry, while transfer courses and programs are designed with input from local higher education institutions and LCTCS for maximum portability of credits earned. Nunez continues its expansion into new arenas through sponsorships, partnerships, and grants. As an institution, the College promotes student success and acts as a catalyst for growth within its community.

**Mission Statement:** Nunez Community College is a comprehensive community college offering a general education and occupational technologies curriculum that blends the arts, sciences, and humanities leading 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:** Curricula at Nunez focus on the development of the total person by offering a blend of occupational technologies and general education. In recognition of the diverse needs of the individual and the demands of society, Nunez provides a comprehensive educational program that helps students cultivate values and skills in critical thinking, self-expression, communication, decision-making, and problem solving while preparing them for productive, satisfying careers. The College offers courses and programs that transfer to senior institutions, as well as terminal career programs. In addition, Nunez offers Workforce Development programs, including customized training and sponsored training.
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 31.4\% from the baseline level of 1837 in Fall, 2009 to 2413 by Fall, 2014.

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

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

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

Performance Indicators:

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

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 1.8 percentage points from the Fall, 2008 cohort (to Fall 2009) baseline level of 42.9\% to 44.7\% 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.1.1: Expand systemwide 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:** Due to the conditions in the region following Hurricane Katrina, the data from the 2008-2009 academic year reflect an anomaly, therefore this objective is based on the 2008-2009 through 2010-2011 data trend. Decrease the percentage of first-time in college, full-time, associate degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 17.6 percentage points from the Fall, 2008 cohort (to Spring 2009) baseline level of 82.6% to 65% 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 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:** Percentage of first-time, full-time, associate degree-seeking freshmen retained to the Spring semester at the same institution.

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

**Objective II.3:** Increase the percentage of students retained to the Spring semester at the same LCTCS campus of initial enrollment by 1.8 percentage points from the Fall, 2009 cohort (to Spring AY 2009-10) baseline level of 66.0% to 67.8% by Spring, 2015 (retention of 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 LA GRAD Act.
Strategy II.3.1: Expand systemwide 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 students retained to the Spring semester at the same LCTCS campus.
**Outcome:** Percentage point change in the percentage of students retained to the Spring semester at the same LCTCS campus.

Objective II.4: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) — baseline year rate (Fall 2007 cohort) - For 2-year institutions (Fall 2005 cohort) of 8.0% to 9.8% 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: Expand systemwide and campus-specific retention programming.
Strategy II.4.2: Expand efforts to encourage completion of transfer degrees prior to transfer from two-year colleges to four-year universities.

Performance Indicators:
**Output:** Percentage of students identified in a first-time, full-time, associate degree-seeking cohort, graduating within three years from public postsecondary education.
**Outcome:** Number of students identified in a first-time, full-time, associate degree-seeking cohort, graduating within three 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 208 in academic year 2008-09 to 226 in academic year 2013-14. Students may only be counted once per award level in the same year.

*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: Expand systemwide and campus-specific retention programming.
Strategy II.5.2: Expand availability and use of degree audits to facilitate progression toward a degree.
Strategic Plan 2009/10 - 2014/15

Strategy II.5.3: 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.
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’s facilities and programs are strategically placed in St. Bernard Parish to ensure the citizens of our service area (St. Bernard, Plaquemines, Orleans, St. Tammany and Jefferson Parishes) have access to postsecondary education. The college delivers services to students enrolled in a variety of programs of study in the areas of Biotechnology Laboratory Assistant, Business Technology, Care and Development of Young Children, Computer Information Systems, Construction Technology, Culinary Arts, Electrical Construction, Food Service Production and Management, HVAC, Industrial Maintenance, Industrial Technology, Medical Coding and Billing, Metal Fabrication, Nursing Assistant, Office Careers, Paralegal Studies, Paramedic, Practical Nursing, Tack Welding, Teaching (Grades 1 - 5), Technician, and Transfer Degrees. Additionally, the College’s customers extend beyond students to all citizens who benefit from a healthy economy. Nunez Community College contributes to workforce development, job training and retraining.

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

Economy
At present, the economy of both Louisiana and the nation is significantly impacted by recession. In addition, coastal Louisiana is still feeling the effects of such natural and man-made disasters as hurricanes and oil spills. The current economic environment results in a reduction in the state and national funds available to fund the operations of Nunez Community College. Our Dual Enrollment program is particularly vulnerable to a reduction in state funds.

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.

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

Objective I.1: Increase Fall 14th class day headcount enrollment in public postsecondary education by 31.4% from the baseline level of 1837 in Fall 2009 to 2413 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 the disaggregate of all students enrolled in the campuses of Nunez 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. Nunez Community College SSPS data is submitted by the Institutional Researcher. 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: 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 semester at the same institution of initial enrollment by 1.8 percentage points from the Fall 2008 cohort (to Fall 2009) baseline level of 42.9 % to 44.7 % by Fall 2014 (retention of Fall 2013 cohort).

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

   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.
Strategic Plan 2009/10 - 2014/15

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 disaggregate of all students enrolled in the campus of Nunez 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. Nunez Community College SSPS data is submitted by the Institutional Researcher. 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: Goal II: Ensure Quality and Accountability.

Objective II.2: Due to the conditions in the region following Hurricane Katrina, the data from the 2008-2009 academic year reflect an anomaly, therefore this objective is based on the 2008-2009 through 2010-2011 data trend. Decrease the percentage of first-time in college, full-time, associate degree-seeking students retained to the Spring semester at the same institution of initial enrollment by 17.6 percentage points from the Fall, 2008 cohort (to Spring 2009) baseline level of 82.6% to 65% by Fall, 2014 (retention of Fall 2013 cohort).

Indicator: Percentage of first-time in college, full-time, associate degree-seeking students retained to the Spring semester at the same institution 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.)
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. 

\[
\frac{(F_s - S_s)}{F_s}
\]

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. Nunez Community College SSPS data is submitted by the Institutional Researcher. 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?

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.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Goal II: Ensure Quality and Accountability.

Objective II.3: Increase the percentage of students retained to the Spring semester at the same LCTCS campus of initial enrollment by 1.8 percentage points from the Fall, 2009 cohort (to Spring AY 2009-10) baseline level of 66.0% to 67.8% by Spring, 2015 (retention of Fall 2014 cohort).

Indicator: Percentage of students retained to the Spring semester at the same institution 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.)
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. \[
\frac{(Fs-Ss)}{Fs}
\]

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. Nunez Community College SSPS data is submitted by the Institutional Researcher. 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?

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.
PERFORMANCE INDICATOR DOCUMENTATION

Program: Goal II: Ensure Quality and Accountability.

Objective II.4: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES] Graduation Rate Survey [GRS]) — baseline year rate (Fall 2007 cohort) - For 2-year institutions (Fall 2005 cohort) of 8.0% to 9.8% by 2014-15 (Fall 2010 cohort).

Indicator: Percent change in the graduation rate from the baseline year.


Outcome

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

Recognition of importance of Louisiana having educated citizens from all backgrounds.

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

Data is submitted by the college to the Board of Regents Statewide Completer File from the Student Enrollment System database. The BOR Statewide Completer File system has been in existence for over 25 years.

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

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

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

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

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

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

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. Nunez Community College SSPS data is submitted by the Institutional Researcher. 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 awards conferred and is not a graduation rate.

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

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

Program: Goal II: Ensure Quality and Accountability.

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 208 in 2008-09 academic year to 226 in academic year 2013-14. Students may only be counted once per award level.

Indicator: Percent of change in the number of completers for all award levels.

   Output

2. What is the rationale for the indicator? (Why was this indicator selected?)
   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. 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 the aggregate of all postsecondary awards conferred by Nunez Community College for the previous academic year.

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. Nunez Community College SSPS data is submitted by the Institutional Researcher. 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 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.