River Parishes Community College

P.O. Box 310

Sorrento, LA 70778

Strategic Plan

FY 2011-2012 through FY 2015-2016
River Parishes Community College Strategic Plan (2011 -2015)

Vision:
River Parishes Community College will be the premier college of choice for postsecondary education and workforce training for the river parishes.

Mission:
River Parishes Community College is a comprehensive, open-admission, two-year public institution serving the river parishes. The College provides academic, technical, and life-long learning for those striving for personal, professional and academic achievement.

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.

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

Objective I.1: Increase fall 14th class day headcount enrollment in public postsecondary education by 94% from the baseline level of 1805 in fall 2009 to 3500 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: Promote transfers between and among campuses 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.
River Parishes Community College Strategic Plan (2011 -2015)

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 postsecondary education.

II. **Goal: 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 2.3 percentage points from the fall 2008 cohort (to fall 2009) baseline level of 44.9% to 47.2% by fall 2014 (retention of fall 2013 cohort).

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

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

**Strategy II.1.1:** Assess admissions criteria at four-year institutions to promote better student-to-institution match.

**Strategy II.1.2:** Expand system wide and campus-specific retention programming.

**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, 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 spring AY 2008-9) baseline level of 57.1% to 60.1 % by spring, 2014 (retention of fall 2013 cohort).

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

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

**Strategy 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.
River Parishes Community College Strategic Plan (2011 -2015)

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.3: Increase the graduation rate (defined and reported in the National Center for Education Statistics [NCES Graduation Rate Survey [GRS]] — baseline year rate (fall 2005 cohort) of 7.5% to 20% 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.3.1: Assess admissions criteria at four-year institutions to promote better Student-to-institution match.
Strategy II.3.2: Expand systemwide 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 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.4: Increase the total number of completers for all applicable award levels in a given academic year from the baseline year number of 73 in 2008-09 academic year to 85 in academic year 2013-14. Students may only be counted once per award level.

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

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

Strategy II.4.1: Assess admissions criteria at four-year institutions to promote better student-to-institution match.
Strategy II.4.2: Expand systemwide and campus-specific retention programming.
Strategy II.4.3: 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.
River Parishes Community College Strategic Plan (2011 -2015)

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 7384 John LeBlanc Blvd. in Sorrento, LA., 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, Automotive Technician, 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.
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.
River Parishes Community College Strategic Plan (2011 -2015)

PERFORMANCE INDICATOR DOCUMENTATION

Program: River Parishes Community College

Objective 1.1: Increase fall 14th class day headcount enrollment in public postsecondary education by 94% from the baseline level of 1805 in fall 2009 to 3500 by fall 2014.

Indicator: (1) 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 citizenry.

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? Is this a standard calculation?**
   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?**
   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 River Parishes 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? 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: River Parishes Community College.

Objective I.1: Increase fall 14th class day headcount enrollment in public postsecondary education by 94% from the baseline level of 1805 in fall 2009 to 3500 by fall 2014.

Indicator: (2) Percent change in the 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 citizenry.

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? Is this a standard calculation?
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?
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 River Parishes 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? 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.

**Objective II.1:** Increase the percentage of first-time in college, full-time, degree-seeking students retained to the spring semester at the same Louisiana Community and Technical College of initial enrollment by 3 percentage points from the fall, 2009 cohort (to spring AY 2009-2010) baseline level of 57.1% to 60.1% by spring, 2014 (retention of fall 2013 cohort).

**Indicator:** (1) 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?**
   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, 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?**
   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. 
   
   \[
   \frac{[(Fs-Ss)/Fs]}{\text{Fall/Spring, 2009}}
   \]

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.

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.

PERFORMANCE INDICATOR DOCUMENTATION

Program: River Parishes 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 Louisiana Community and Technical College of initial enrollment by ____ percentage points from the fall, 2009 cohort (to spring AY 2009-2010) baseline level of 57.1% to 60.1% by spring, 2014 (retention of fall 2013 cohort).

Indicator: (2) Percentage point change 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?
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, 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?
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?**
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?**
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? 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?**
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.

**PERFORMANCE INDICATOR DOCUMENTATION**

**Program:** River Parishes 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 73 in 2008-2009 academic year to 85 in academic year 2013-2014. Students may only be counted once per award level.

**Indicator:** Total number of completers for all 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 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?**
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?**
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. \([\text{Fs-Ss}/\text{Fs}]\)

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?**
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.

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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.

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PERFORMANCE INDICATOR DOCUMENTATION

Program: River Parishes 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 73 in 2008-2009 academic year to 85 in academic year 2013-2014. Students may only be counted once per award level.

Indicator: Percent change in the number of completers for all 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 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?
   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?
   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. 
   
   \[ \frac{\text{Retention Rate}}{\text{Fall/Spring, 2009}} \]

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 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? 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?**
    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.